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ABSTRACT

The final report documents goals and achievements of Project CUE, a 3 year project to assist teachers of language impaired children to adapt regular reading readiness curricula to the students' needs. Objectives are listed, including conducting a needs assessment, selecting a basal reading series, and disseminating information on the project, and activities are noted for each. Following a literature review, Project CUE is compared to published early childhood kits. Field test experiences are briefly described, along with 35 dissemination activities of the project. A section on evaluation procedures includes sample forms. Evaluation of the project is undertaken in terms of successes and shortcomings, impact on the past and future, and continuation of project activities. Extensive appendixes, comprising the bulk of the report, cover reader analyses and the Project CUE manual. The manual addresses language characteristics of exceptional children, an analysis of reading series, and steps to create a language learning unit. Four miniunits are included. (CL)

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PROJECT C.U.E.
(Communication, Understanding, Education)

ESEA Title IV-C

PDE #770495

Final Report

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This report details the more technical aspects of Project C.U.E. and analyzes the effectiveness of the staff's endeavors during the project's three-year lifespan. It is hoped that the reader will gain insight into the way in which the staff designed and tested materials to facilitate the initial reading experience for the exceptional child and to increase the child's language competence. The final manual, which enables the approach to be replicated without the consultative services previously provided by the project staff, has been included in this document as an appendix.

PROJECT PERSONNEL

Janet E. McBride - Project Director

Mrs. McBride developed the language-learning unit philosophy and wrote the original grant proposal with Kay Levy. Her responsibilities included the initial training of the staff and the continued direction of all project activities.

Kay E. Levy - Project Associate

In addition to her part in writing the grant and training the staff, Ms. Levy maintained a communication disorders classroom which operated as a model class for the language-learning unit approach. She served as a speaker at a number of inservices, emphasizing the practical application of the unit concept within the classroom.

Marsha Rosen and Susan Shandelmier - Teacher/Developers

Ms. Rosen and Ms. Shandelmier were responsible for the research, development, field testing, and dissemination of Project C.U.E.'s philosophy and materials. Within the area of product/process development, Ms. Shandelmier was primarily accountable for the reading and linguistic components and Ms. Rosen for the creation of the unit construction ideas and activities. Crossover between the two areas occurred frequently, however. Both teacher/developers functioned as consultants in field test classrooms, conducted numerous workshops, and took responsibility for the planning and writing of the final manual.

PROJECT RATIONALE

Dr. Patricia Scherer

The introduction of Public Law 94-142 into the American education system has created the need for educators to re-examine a variety of factors relating to the instruction of handicapped children. Currently, many children formerly educated in segregated facilities are being returned to public school day programs which articulate in varying degrees with the regular education program within the building. These changes of placement, combined with the requirement of 94-142 for the development of an individualized educational program (I.E.P.) for each child in a special placement, have caused educators to take a new look at curriculum planning and development.

When curricula relating to areas of exceptionality are examined, frequently several deficit areas emerge. For example, many of these curricula were developed specifically around the child's deficit areas and therefore do not include an orderly scope and sequence of content, skills, and problem-solving strategies. In some instances, no formal curriculum for varying exceptionalities exists, and the teacher is forced to rely upon his/her own ingenuity to develop an educational program. Therefore it is critical to develop a plan whereby well-developed curricula for children in regular placement can be incorporated into a teaching strategy which interrelates language and learning for utilization with children with special needs. Out of this process would emerge a modified curriculum, applicable to any area of special need, which would incorporate content necessary for functional adulthood, skill development basic to the deficit areas of the child, and problem solving strategy.

Therefore it is the goal of this project to provide teachers of children with language deficits with a system whereby they can adapt

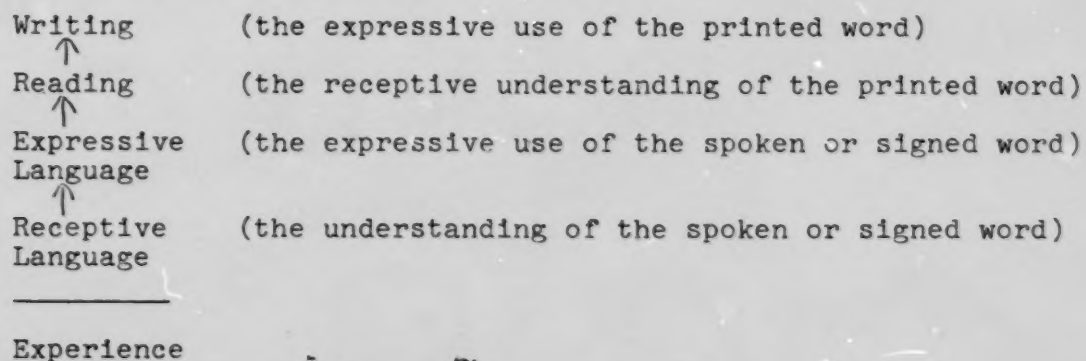
and modify a regular curriculum at the readiness level and incorporate it into an educational strategy. This strategy will take into account the special needs of the child, as well as his need for orderly, sequenced curricula of content, skills, and problem-solving behavior.

Many areas of exceptionality deal with the child with language deficits. Although these deficits may have diverse underlying causes, they all contribute to the development of academic retardation, which requires specialized teaching strategies if functional learning is to occur.

Most academic learning is based upon the child's ability to receive information coded in the language system of his culture and communicated to him in a manner that he can process and comprehend. When this process is deficient, it reduces the amount of information the child can receive and therefore effects the academic performance of the child.

Language deficits vary in degree of intensity. They range from mild disorders in vocabulary development to the serious problems associated with deafness, wherein the child demonstrates severe deficits in vocabulary, syntax, and semantics. The degree to which the child demonstrates language deficits will effect the degree to which the curriculum must be modified and the teaching strategy changed.

Language development is an hierarchical process which follows a similar schema of development in all children. The following chart illustrates the process through which language is acquired:



This schema illustrates the concept that experience is basic to the acquisition of language. In other words, the child must be exposed to the language system through a variety of meaningful experiences which assist him in developing strategies to understand the code. The language system is rarely understood through drills or rote exercises, as they do not provide the conceptual framework which is basic to the development of decoding strategies.

The schema also illustrates the concept that reading and writing are higher forms of language development and are largely dependent upon the child's competency with the previously acquired receptive and expressive language system. It therefore becomes apparent that a child with receptive-expressive language deficits will experience great difficulty in learning to read and write. These deficits will permeate all areas of academic development and will result in academic retardation, which in time will become irreversible. These deficits also create problems in the selection of appropriate teaching materials. Frequently, reading material within subject areas that are appropriate to the child's interest level is far too complex linguistically to permit the child to develop reading skills which would make him an independent learner.

A functional reading program for children with language deficits will recognize that reading is a two-fold process.

1. First and foremost, reading is a process of association, wherein the child comprehends meaning by referring the printed word to a previously established receptive language base. This process includes word association, syntactical association, and semantics. Frequently, an educator fails to realize that, although the child may know the meaning of every word in a

printed sentence, he may fail to understand the meaning of that sentence. He does not understand the grammatical syntactical structure through which the words are combined or the semantic meaning carried by words when they are combined into idiomatic structures.

2. Secondly, reading is a process which requires the development of a variety of skills. For example, the child must learn the following behaviors:

Visual decoding skills -- specifically, visual recognition of letters, words, and phrases.

Auditory decoding skills -- phonemic analysis, phonemic blending.

Aids to comprehension -- pictorial analysis, punctuation, word placement.

Reading for a purpose -- noting detail, acquiring information for pleasure, skimming.

It is critical to note that the development of reading skills cannot occur if the associative process is not well-established. These two operations cannot be taught simultaneously. Therefore if association is inhibited by the presence of language deficits, the following teaching strategy is necessary:

1. Develop the vocabulary, syntax, and semantics of the material to be read.
2. Associate the printed word with the language acquired in step 1.
3. Develop reading skills based upon materials that are consistent with linguistic levels presented in steps 1 and 2.

Based upon the concept that 1) reading comprehension is built upon a receptive language base, 2) language is acquired through meaningful experience, and 3) academic learning must be based on a curriculum adapted to the needs of special children, Project C.U.E. provides the

educator with the following tools:

1. A system by which the teacher can adapt the regular curriculum to meet the special needs of the children.
2. A more functional system for the development of reading ability in children with language deficits.

The project is comprised of two major components.

1. An analysis of reading texts most commonly found in regular classrooms. The analysis includes the three major areas of language development -- 1) vocabulary analysis, 2) syntactical analysis, and 3) semantics.

The information is presented in a format which is felt to be most meaningful to the teacher and therefore most beneficial to the child. The format is as follows:

- 1) A summary of the reader, which includes strengths and possible areas of difficulty found within the reader.
- 2) An analysis of language components which includes:
 - A. Vocabulary analysis by parts of speech represented.
 - B. Syntax.
 1. Analysis of sentence type -- discourse, imperative, declarative, question.
 2. Analysis of sentence complexity -- simple, compound, complex, fragments.
 3. Internal sentence structures -- verb tenses, plurals, negatives, possessives, contractions, punctuation.
 - C. Semantics.
 1. Multiple meanings.
 2. Idioms.
 3. Word complexity, as measured by the percentage of words in the book found on the Dolch List of Basic Sight Words or by the Spache Readability Formula.

3) An analysis of other components of the reader, including:

A. The theme.

1. A statement of the basis of the theme development.
2. A discussion of the extent to which the theme is developed.

B. The illustrations.

1. A statement concerning the type(s) of illustrations utilized.
2. A statement concerning their consistency with the theme.

It is felt to be beneficial to include an analysis of the theme, because theme analysis is critical to the development of the sample units. Those themes which are conceptual in nature and consistently and adequately developed provide a much more effective base for the development of the instructional unit than do themes based on structural or morphemic elements. Analysis of illustrations is critical due to the special needs of children in some areas of exceptionality. It is felt that a detailed analysis will assist the teacher in evaluating the reader in terms of clarity and intelligibility for the specific children he/she teaches.

This format was selected because it was felt that it provided an organized schema, meaningful to a majority of educators from a variety of areas of exceptionality. It is recognized that the schema does not provide for a comprehensive analysis of all areas of language development, but it was felt that such a complete schema would become unwieldy and therefore unable

to be utilized daily in a classroom setting.

2. An instructional unit based upon themes found in reading texts, which incorporates the appropriate content and skills derived from regular curricula for children into a teaching strategy for children with language deficits. This unit has been developed from the theme present in one of the reading series analyzed and is comprised of the following components:

- 1) Content in subject matter areas adapted from the regular curriculum and interwoven throughout the theme found in the reader.
- 2) Skill development basic to the deficit area.
- 3) Skill development in all areas of achievement.
- 4) Language skill development to the level of competency found within the selected reader.

Summary

This project has been developed to assist teachers of children with language deficits in adapting regular curricula. The process of adaptation incorporates the content contained in a regular curriculum into a teaching strategy appropriate for the special needs of the children. The basic reading series is utilized as the vehicle by which the teacher ties together the language, content, and cognitive needs of his/her children. The project assists the teacher in analyzing the reading series selected by his/her school system in order that he/she may utilize it effectively as the vehicle for coordinating the linguistic, content, and cognitive needs of the children in preparation for normal reading. In addition, the project presents the teacher with sample units utilizing the process and based upon a reading series analyzed in the project. These units effectively demonstrate the process of integrating the content of a regular curriculum with the linguistic and problem solving needs of the children. It is hoped that this

information will become a valuable tool for the classroom teacher, the speech therapist, the reading teacher, and the administrator and will assist the educator in helping each child to more adequately fulfill his individual potential.

OBJECTIVES AND ACTIVITIES OF THE PROPOSAL: 1977-1980

The following is a brief outline of activities carried out by the Project C.U.E. staff over the three-year period of the project's existence. These activities are all in response to the objectives stated in the original grant proposal.

1. TO CONDUCT AN INTENSIVE NEEDS ASSESSMENT AND REVIEW OF BEGINNING READING SERIES, EARLY LANGUAGE STIMULATION PROGRAMS, AND READINESS TECHNIQUES AND MATERIALS.

1977-1978

- a. Formal literature on early language stimulation and kindergarten readiness programs was obtained through research. A thorough study produced no information about any program already in existence that was similar to C.U.E.
- b. Commercially available early childhood kits were reviewed. A form for description and comparison was designed and implemented.
- c. Various kindergarten curriculums published by local school districts were examined in order to gain insight into what was being taught at this level in the majority of settings.

1978-1979

- a. A research dimension was added. The project staff studied language-learning characteristics among exceptionalities so that they would be better prepared to make the project beneficial to these populations. Along with this, developmental norms showing the development of the normal readiness-level child were compiled as an additional aid.

1979-1980

- a. Current literature was examined in order to update existing resources supporting the hypotheses upon which Project C.U.E. was based.

2. TO DESIGN A GENERAL MODEL OF TASK ANALYSIS FOR EXAMINATION OF BASAL READING SERIES WITH REGARD TO LANGUAGE CONTENT.

1977-1978

- a. Research was done to find existing modes for task analysis of first grade readers.
- b. A basic format for task analysis of basal readers was designed with the help of Dr. Patricia Scherer, Project Consultant.

1978-1979

- a. Existing models for task analysis of first grade reading series were incorporated into a bibliography.

3. TO SELECT BASAL READING SERIES THAT WILL PROVIDE THE FOUNDATION FOR DESIGNING APPROPRIATE LANGUAGE DEVELOPMENT ACTIVITIES FOR HANDICAPPED LEARNERS RELATED TO THAT SERIES.

1977-1978

- a. The executive directors of all intermediate units, private and parochial schools in Pennsylvania were contacted and asked to list the reading series being used by their staffs.
- b. As a result of this survey, a list of the most commonly used series in Pennsylvania was compiled and used as a basis for analyzing readers, for developing units, and for purposes of dissemination.

1978-1979

- a. Fifty-eight readers from twenty commercial reading series were analyzed. This work was begun during the previous year.
- b. All analyses were refined through further research and experience.
- c. All analyses were made internally consistent.
- d. A format was devised for describing the characteristics of a reading series which will effect its augmentation with exceptional children.
- e. Within the areas of theme, language, and illustration content,

anticipated strengths and problem areas for children with deficient language and communication skills were summarized for the benefit of the classroom teacher and specialist.

- f. The decision was made that any series can form the basis of a language-learning unit. When a series lacks a conceptual theme, one can be chosen from another aspect of the curriculum. The language structures found in the reader will still be reinforced through unit activities.

1979-1980

- a. Seventy-two reader analyses from twenty-three commercial reading series were completed and updated.

- 4. TO DESIGN EARLY LANGUAGE DEVELOPMENT UNITS TO INTERRELATE WITH THE SELECTED SERIES FOR THE PURPOSE OF FACILITATING THE ENTRY OF HANDICAPPED CHILDREN INTO THOSE BASAL READING SERIES.

1977-1978

- a. Three language-learning units were developed and two more were begun in the following ways:
 - (1) Kindergarten concepts in the academic areas of math, science, social studies, reading, and language were taken from the curriculum guide being used by the field test classes. These were incorporated into learning and reinforcement activities directly related to a unit theme. The activities were classified by academic area in a card file. Each card included an objective as well as criteria for evaluation in hierarchical form where applicable so it could be used with children of various abilities.
 - (2) Developmental skills appropriate to kindergarten were also taken from the curriculum guide being used by the field test classes. Motor, cognitive, and social skills were made an

integral part of many of the academic activities. A section of the card file was devoted to creative arts - art, dramatics, action rhymes, music, body movement, and games - and utilized motor, cognitive, and social skills.

- (3) Examples of how to reinforce vocabulary and syntactic structures found in the reading series within the classroom setting were included in the language section of the activity file.
- (4) Examples of ways in which the concepts, vocabulary, and syntactic structures could become an integral part of other academic areas were also included in the language section of the file.
- (5) It was emphasized that within the language-learning unit, the students actually build a physical representation of the theme in the classroom. The beginning physical layout, the vocabulary, and the concepts are pre-determined by the teacher, but the structure evolves as an outgrowth of the children's involvement and interest and the teacher's curricular needs.
- (6) Additional emphasis was given to the fact that the physical structure - its concrete nature along with the language to talk about it - provides an excellent vehicle of communication between peers and with adults in the classroom.

1978-1979

- a. Five language-learning units were completed and revised, according to the six components listed previously. Revisions included a change in format in the language section of the activity card file, the addition of objectives concerning social and emotional development, and general refinement of all aspects of the units.
- b. There has been a change in the focus of the project from the child to the teacher. While ultimate success or failure is weighed in

terms of the child, the unit development process must be beneficial and enjoyable for the teacher as well. This emphasis has enabled teacher/developers to meet individual needs and thereby improve supportive consultation services.

1979-1980

- a. A language-learning unit was developed for the 1979 edition of the Bookmark Reading Program. This was done when it was realized that the changes in the new edition were great enough to render the unit previously created for this series obsolete.

5. TO CONDUCT FIELD TESTS OF THE EARLY LANGUAGE DEVELOPMENT UNITS WITH REPRESENTATIVE HANDICAPPED SETTINGS.

1977-1978

- a. Field testing was conducted in hearing impaired and communication disorders classrooms. Selection was made according to availability.
- b. Data was collected for developing a consultant's role model based on the teacher/developers' experiences with field test teachers.

1978-1979

- a. The teachers in one intermediate unit learning disabilities class and two district educable mentally retarded classes became field test participants. The two classes involved during the previous year continued using the program and provided the teacher/developers with occasional feedback.
- b. Three evaluation forms for the field test experiences were developed and implemented. Field test participants were requested to give objective feedback about activity cards based on several criteria and to answer open-ended questions regarding the approach itself as well as the relationship established with the teacher/developers as consultants.

1979-1980

- a. Field testing was conducted in one district language-delayed class, one intermediate unit emotionally disturbed class, and one intermediate unit educable mentally retarded class. The teachers involved were required to construct and make use of the language-learning units fairly independently in order to determine whether or not this would be feasible in the future in the absence of staff consultation.
- b. Evaluation forms for field test teachers were not used this year. They were found to be ineffective, because individual teachers adapted the project to fit their specific needs, making it difficult for them to complete an objective form. For this reason, feedback was gathered through meetings between field test teachers and teacher/developers.

6. TO ENGAGE IN FORMATIVE PRODUCT REFINEMENT OF
EARLY LANGUAGE DEVELOPMENT UNITS.

1977-1978

- a. The following sources contributed feedback at the end of the field test experiences: the teachers involved, the teacher/developers, and the project director.
- b. In light of this feedback, some changes were decided upon. The most significant of these were a commitment by the teacher/developers to better preparation and a more definitive outline of procedure in initial contacts with field test teachers, the inclusion of patterns and worksheets in the unit packages for the convenience of the teachers, and the addition of creative arts and construction ideas to the activity card files.

1978-1979

- a. Evaluation forms from field test teachers were processed, and

necessary adaptations were implemented in subsequent field test situations.

- b. Changes also resulted from verbal feedback received by the teacher/developers. These included a minor revamping of the academic sections of each activity card file, as it was suggested that certain objectives were too specific to a particular curriculum.
- c. More insight was gained into the role of the consultant, and new ways of establishing rapport and enhancing professional relationships were delineated.

1979-1980

- a. All language-learning units were revised and placed in final form. As of August 31, 1980, the final day of the project, they were placed in the Montgomery County Intermediate Unit library from which they can be borrowed as needed.

- 7. TO DISSEMINATE INFORMATION ON THE PROJECT, AS WELL AS THE REFINED EARLY LANGUAGE DEVELOPMENT MATERIALS AND TECHNIQUES.

1977-1978

- a. Dissemination was carried out in several presentation settings.

1978-1979

- a. Dissemination was carried out in workshop and inservice formats in a variety of settings. Workshop participants were involved in every step of the creation of a unit in order to ensure interest and understanding on the part of those involved.
- b. Evaluation forms requiring objective and subjective information concerning both the approach itself and the quality of presentations were developed and utilized in those settings deemed appropriate. Objective feedback was computed numerically, subjective comments were taken into consideration, and presentations were

refined accordingly.

- c. An article about the use of Project C.U.E. in the field test classrooms was published in the March, 1979, issue of Twentythree, an intermediate unit newsletter.
- d. A mini-unit was designed and sent to all persons requesting information about Project C.U.E. It consisted of scaled-down sections of the park unit and gave the reader a good understanding of the language-learning unit approach.

1979-1980

- a. The final Project C.U.E. manual was completed by the summer of 1980. Its purpose is to enable interested persons to implement the language-learning unit approach without benefit of consultative services, since they are no longer available. This manual includes a narrative of all project endeavors throughout its three years; results of research concerning the readiness-level child and language characteristics of various types of exceptional children at this age; linguistic analyses and summaries with explanations to make them comprehensible to anyone wishing to learn more about the language of readers; step-by-step guidelines for creating a unit in the classroom, including pictures, diagrams, suggestions for obtaining materials, and activities based on readiness-level curricular objectives; the fundamental aspects of each unit developed by the project staff; and bibliographies of both a theoretical and a practical nature.
- b. Dissemination continued to occur in a variety of settings. The scope of professionals reached was broadened to include students and faculties affiliated with teacher training institutions as well as reading specialists from several school districts.

LITERATURE REVIEW

This brief review of pertinent research exemplifies support among professionals in the field of special education for the underlying premises upon which Project C.U.E. was based. These premises include the advantages derived from linking language and readiness for reading, the desirability of an appropriate environment in which to meaningfully stimulate language, and the need to integrate language learning into all aspects of the curriculum.

A great deal of information can be found in recent literature relating language to reading and emphasizing the need for language-centered reading programs. Hall (1979) contends that beginning readers and those children involved in remedial reading are victims of the worst programs, because the focus is on small areas rather than on purposeful communication. One of her recommendations for reading instruction strongly supports an important facet of the experiential unit approach, that of introducing meaningful printed language in the pre-reading stage.

Encouraging communication is referred to as "teaching talking" by Hart and Rogers-Warren (1978). They are of the opinion that language learned in one-to-one training may not generalize to use as a communication tool, because an environment has not been set up to provide appropriate stimulation. According to Braun (1974), an atmosphere that encourages communication must be such that a child feels free to risk using language that does not fit an adult model. The importance of environment is also noted by Scofield (1978), who sees giving children occasions to use spontaneous speech in the context of interpersonal relationships as one of the three primary methods of intervention when

working with language delayed children. Stem (1974) believes that the development in children of such communication skills as organizing information and listening to responses is facilitated through the sharing of learning with others, formally and informally.

In accord with the philosophy of the project, Blank, Rose, and Berlin (1978) question the value of teaching language as a separate entity in order to help children use language more effectively. Braun (1978) states that "Emphasis in teaching should be on a close relationship between the development of concepts and the language used to communicate these concepts." Biederman (1976) points out that "Integrating language exercises into all aspects of the daily classroom schedule is a challenge.... It is easy to give priority to the study of reading, mathematics, science, and social science, and to separate language from these academics would be a disservice to the students involved." Further support is provided by Goddard's description of an "undifferentiated curriculum." "For example, within the area of mathematics," he says, "language is included; and in constructing and creating with materials of many kinds, children may build mathematical concepts and extend their command of language. In other words, if children are able to have enriching experiences, language ability is developed among a great number of other skills. Learning is not fragmented but comes from the totality of a child's experiences."

Additional support of the Project C.U.E. philosophy may be found in the following list of references:

Biederman, Sherry. "Integrating Language Exercises into Academic Curricula in a Self-Contained Language Disabilities Class." Language, Speech, and Hearing Services in Schools (January, 1976).

Blank, Marion; Rose, Susan A.; Berlin, Laura J. The Language of Learning: The Preschool Years. New York: Grune and Stratton, 1978.

- Braun, Carl, Ph.D., and Froese, Victor, Ph.D., editors. An Experience-Based Approach to Language and Reading. Baltimore: University Park Press, 1977.
- Hall, Mary Ann. "Language-Centered Reading: Premises and Recommendations." Language Arts (September, 1979).
- Knight, Nancy F. "Structuring Remediation in a Self-Contained Classroom." Language, Speech and Hearing Services In Schools (July, 1975).
- Monaco, Joan L., and Zaslow, Elinor L. Hey, I Got Sump'n to Tell You An'st Cool! Rockville: Board of Education of Montgomery County, 1972.
- Muma, John R. Language Handbook - Concepts, Assessment, Intervention. Englewood Cliffs: Prentice-Hall, Inc., 1978.
- Schiefelbusch, Richard L. Language Intervention Strategies. Baltimore: University Park Press, 1978.
- Scofield, Sandra J. "The Language-Delayed Child in the Mainstreamed Primary Classroom." Language Arts (September, 1978).
- Simon, Charlann S. "Talk Time: Language Development in Readiness Classes." Language, Speech, and Hearing Services in Schools (1974).

A COMPARISON OF PROJECT C.U.E.
AND PUBLISHED EARLY CHILDHOOD KITS

The experiential language-learning unit developed through Project C.U.E. differs from the early childhood kits reviewed in several ways.

- (1) It is specifically designed for children exhibiting language difficulties. Therefore all activities are language based.
- (2) The theme of each unit is based on the reading series to which the readiness-level children involved will be exposed at the first grade level. In this way they are familiarized with the concepts, vocabulary, and language structures required of them when they begin to read.
- (3) Every unit is teacher-initiated but child-made. For this reason all of its aspects become meaningful to them.
- (4) The language-learning unit is neither an entire curriculum unto itself nor is it an entity separate from the everyday workings of the classroom. Rather it is an integral part of the curriculum. The activities serve as reinforcement exercises for the formal academic lessons that take place daily. This differs from other readiness programs in that these usually include multi-media and/or enrichment activities from a variety of sources. Although this is fine for the normal child, this project hypothesizes that language deficient children cannot talk about all of these things. They need one large unit to serve as a connecting link for many varied experiences.
- (5) The teacher has a great deal of flexibility within the framework of the unit. He/she can make the unit as simple or as complex as desired. It can easily be geared toward any level in terms of academics and skills. In addition, as the children create more

and more items within the unit, the teacher is furnished with a ready-made supply of manipulative teaching materials.

The following descriptions of early childhood kits are based on observations made by Project C.U.E. staff members and are strictly subjective. The intent was to look at a variety of kits in order to determine what types of materials were available commercially and to compare them to language-learning units developed through Project C.U.E. No attempt has been made to judge or to encourage or discourage use of any of these kits.

GLOSSARY OF TERMS USED IN DESCRIPTIONS

1. Packaging:

Includes design and packaging of the entire kit. Takes into consideration practicality and visual appeal.

2. Approach:

Describes the way in which the program approaches learning, including such things as how it is divided, concepts included, types of objectives and activities.

3. Contents:

Lists all materials included in the kit.

4. Age Appropriateness:

States whether kit is actually on the level for which its use is intended.

5. Adaptability:

States the extent to which the program lends itself to being used in many different ways at the discretion of the teacher.

6. Simplicity:

States difficulties teachers may have in implementing the program, such as the necessity of having the teacher's manual there at all times, requirements in preparation time, etc.

DESCRIPTIONS OF EARLY CHILDHOOD EDUCATION KITS

KIT	PACKAGING
1. <u>Peabody Early Experience Kits</u> American Guidance Service Inc. Circle Pines, MN 55014	Bright colors make the kit very visually appealing. Plastic boxes add to the appeal and make it durable. There are many manipulative objects, and all of them have storage place in the kit.
2. <u>Learning Staircase</u> Lila Coughran, M.A., and Marilyn Goff, M.S. Learning Concepts 2501 N. Lamar Austin, TX 78705	This kit comes in a laminated box that is brightly colored with rainbows, suns, trees, people, flowers, etc. The packaging is compact and durable enough, as it is for teachers' use only.
3. <u>I Want to Learn</u> Marie Francine Verpas Follett Publishing Co. Chicago, IL	The package evaluated here was incomplete. However, the student books had bright covers with large, cheerful pictures. We had no charts to look at, but the manual said they are manipulative.
4. <u>Early Childhood Curriculum - A Piaget Program</u> Stendler Lavatelle - A Center for Media Development Inc. American Science & Engineering Inc. Cambridge/Boston/New York	This kit is packaged in a drawer box which gives ample storage space for the manipulative materials, many of which were missing from our kit. The box is dully colored, made of heavy cardboard, and is very large and cumbersome.
5. <u>Learning Language at Home</u> Larnes - developer CEC - publisher	This kit comes in a compact, durable box. It is not geared toward children, therefore the visual appeal is not child-centered.
6. <u>Portage Guide to Early Education</u> <u>The Portage Project</u> Co-Operative Educational Service Agency #12 412 E. Stifer Street Portage, WI 53901	The case is visually appealing with soft colors to co-ordinate with the color-coded cards. The case is durable plastic and compact. The cards are not laminated.

KIT

PACKAGING

7. <u>Readiness for Learning Clinic</u> J. B. Lippincott Company Philadelphia and New York	Bright colors make the kit visually appealing. The plastic-coated cards are durable, and the packaging is compact.
8. <u>The Animal Box</u> International Communication Films Division of Doubleday and Company New York	The cardboard box is brightly colored, but it is large and cumbersome. Films are compactly packaged.
9. <u>Reading and Language Arts Resource</u> <u>Center/Primary</u> Prentice-Hall Learning Systems Inc. Englewood Cliffs, NJ	This is a very cheerful package. It includes a bright green, durable plastic case and brightly colored books. It is compact for the large amount of materials included.
10. <u>ELM: Early Learning Modules/</u> <u>Special Education</u> McGraw Hill/Early Learning Cedar Hollow and Matthews Road Paoli, PA 19301	The separate modules are compactly packaged. Each one is color-coded for easy access. The no-mark books are not especially durable.
11. <u>Math Readiness</u> Dr. Lola May and Dr. Gary Bitter McGraw Hill/Early Learning Cedar Hollow and Matthews Road Paoli, PA 19301	The box and materials are brightly colored and the cassettes are compactly packaged. The plastic write-on sheets are practical and durable.
12. <u>Learning to Learn through Looking:</u> <u>Units I and II</u> McGraw Hill/Early Learning Cedar Hollow and Matthews Road Paoli, PA 19301	Units I & II: The kit comes in a rather large box but there are many materials to be stored. Everything is color-coded for easy access. Most manipulatives are durable.

APPROACH

1. Activities are indexed according to affective, linguistic, and cognitive skills, and include sections on physical, musical, and personality development. All activities have entering and leaving characteristics and specific purposes.
2. This is a special education, individual prescriptive program for ages 1½-7. Interrelated and independant modules with behavioral objectives are broken down into tiny steps on index cards. Each card includes age level, general task, materials needed, and criteria for evaluation. The modules are as follow: adjectives, auditory memory, auditory perception, body image, classification, colors, fine motor, gross motor; number concepts, preverbal, same/different, sequence, spatial relationships, time, verbal comprehension, toilet training, visual memory, verbal expression.
3. The kit is divided into four units: I. Reading Readiness (visual motor, coordination, visual discrimination, auditory discrimination); II. Nature Study; III. Social Studies; IV. Number Readiness. New concepts are often incidentally introduced with the familiar. Each unit includes general and specific objectives with motivation factors and activities. There are often primary and secondary specific objectives. Example: General — reading readiness; specific — visual-motor coordination: 1) tracing — simple hand position, 2) tracing — more difficult hand position. Activity books reinforce and determine understanding and progress.
4. The kit focuses on mental operations according to Piaget's developmental model. It is divided into classification, numbers, measurement and space, and seriation. For each lesson, mental operations and language models are given. The training sessions are meant to make the child aware of different ways to solve problems.
5. This kit is modeled after ITPA Communications Model. It is divided into four categories: Learning to Look (visual), Learning to Listen (auditory), and Learning to Tell (verbal expression). There are fifty activities/skills for each category. All are sequential. Each activity card has an objective or purpose, step-by-step procedure, follow-up extension, and reinforcement suggestions.

Skill Area	Master Sequence	Objective	Skill Achievement
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6. This is an individual education program divided into six areas. They are: infant stimulation, socialization, language, self help, cognitive, and motor. Activity cards for each area are color-coded by age and include behavioral objectives. It is up to the teacher to select the necessary activities and to do the task analysis.

APPROACH

7. This kit includes workbooks and activity cards. The former includes eye-hand coordination, upper and lower case letters, recognizing word forms, and body-motor exercises. Activity cards are divided into visual motor perception, auditory perception, and verbal communication. There is a performance record for the accomplishment of skills in the four main areas as well as a performance chart for exercises. Objectives are written behaviorally and teacher objectives are included.
8. This kit is divided into six units about animals. Each unit includes films with vocabulary and concepts for each. Concepts include a learning experience and an activity.
9. This kit is a total resource center approach in reading and language arts, K-3. It covers skills in twenty categories. There are eleven books of skill activities and a book on how to create learning centers. Activity cards with lists of objectives include primary reading, writing, language, alphabet, and dictionary skills.
10. In this kit there are seven separate modules. The first one is required for use with all of them; the others can be bought separately and are not sequential. The modules are divided as follows: A. Language of Directions: Entry Skills, B. Language of Directions: Locational Skills, C. Color Discriminations, D. Shape Discriminations, E. Quantifications and Set Concepts, F. Classification and Language, and G. Sensory Discriminations. Each module includes a general objective and pre- and post-testing. Students listen to a cassette and follow directions in their mark or no-mark books or in various manipulative materials.
11. The kit comes with eleven cassettes in the following areas: 1. Larger - Largest/Smaller - Smallest, 2. Longer - Longest/Shorter - Shortest, 3. Following Directions, 4. Circle-Rectangle-Square-Triangle, 5. Left-Right, 6. Above-Below/Inside-Outside, 7. Counting 1-5, 8. Counting 6-10, 9. Numerals to Sets, 10. Identifying Patterns, and 11. Post-Test-Readiness Skills. It approaches learning both auditorally and visually. It is individualized in that one or more students can use the cassette and do the activities alone.
12. Unit I: Understanding Visual Representations. Five concepts are covered in this kit: 1. Pictures represent real persons or things, 2. Parts of persons or things represent whole things, 3. Pictures of the same thing can be drawn in various art styles, 4. Pictures of the same thing can be shown by different views, and 5. Details in pictures can affect their meanings. Each concept is introduced by a different "animal host" picture character. The format for each concept includes introductory and developmental activities, reinforcement and progress check activities, and parent involvement activities. Teaching plans include purposes, objectives, materials to be used, procedures, and informal evaluation procedures. Real objects (manipulative) are always used as a starting point. Picture discrimination is often difficult; some manipulatives are better than others.

12. (continued)

Unit II. Using Visual Discrimination. This unit is divided into four topics dealing with classification by attribute: 1. People can be described or grouped by characteristics such as age, sex, or feeling they express, 2. Solid colors or color patterns can characterize things and can also be used to describe those things, 3. Size, although relative, is a quality which can be used to describe some of the things in our world, and 4. Regular geometric shapes can be used to describe some of the things in our world. "Five New Friends," cardboard stand-ups of various nationalities, are introduced through matched filmstrip/book/record. They enable students to discover attributes of age, sex, emotion, etc. The unit is developed through the use of introductory and developmental activities, and parent involvement activities for home use. Teaching plans detail purposes, objectives, materials to be used, procedures, and informal evaluation suggestions.

CONTENTS	AGE APPROPRIATENESS -30-	ADAPTABILITY	SIMPLICITY FOR TEACHER
1. Puppets, rubber bands, noisemakers, tumblers, records, songs, a poster, small objects, tactile balls, cards, excellent photographs, comprehensive teacher's manual.	Appropriate for kindergarten.	Adaptable if materials are used on their own without manual.	Very complex organization and teacher lesson plans. Instructions given word for word.
2. Teacher's manual, task card file, assessment inventory for each child, parents report for each child, grid pad.	As activities are broken down into very specific ages, it is appropriate for special education children.	Can be used for specific areas that need reinforcement and can be adapted for individual prescriptions.	Very detailed behavior modification steps for each activity may be difficult in a classroom situation.
3. Teacher's manual, student activities books, charts which introduce concepts and skills.	Appropriate for kindergarten.	Difficult to use materials alone or to adapt program.	Teacher would need manual as a constant guide.
4. Beads, cubes, shoelaces, assignment cards, matrix puzzles, plastic airplanes, trucks, cars, flowers, vases, dishes, utensils, animals, wooden shapes, dolls.	Appropriate for kindergarten.	Difficult to use materials alone or to adapt program.	Teacher would need manual as a constant guide.
5. Color-coded 8" x 5" cards in a box, and a parents' manual including cross-reference system arranging cards in order of difficulty.	Age appropriate in terms of activities. Inappropriate in terms of language for parents.	Very adaptable.	Very simple.
6. Teacher's manual: check list of behavioral objectives to record progress, test results, and personal information; and color-coded activity cards.	Appropriate in that cards are filed by age.	Very adaptable, as teacher can choose needed activities.	Simple.

CONTENTS	AGE APPROPRIATENESS	ADAPTABILITY	SIMPLICITY FOR TEACHER
7. Student workbooks, cards including body motor skills and activities, resource references, and performance tools (plastic practice pages, matching cards, and slots).	Appropriate for kindergarten.	Very adaptable.	Simple.
8. Four modules with five films in each, teacher's manual including supplementary information and book list, and twenty films.	Appropriate for kindergarten.	Very adaptable in terms of activities, using only parts that fit into the curriculum. Must have cartridge super 8mm projector.	From simple to complex. Simple if used in parts or if unit fits into science program, as everything is readily available for teacher. Complex if it needs to be rewritten.
9. Teacher's manual, twelve reproducible books of activities in various skills, five sets of activity cards, six game boards, two blank dice, four regular dice, four farm animals, six dinosaurs, one-hundred marker chips.	Age appropriate K-3.	Very adaptable as teacher can use any or all parts of the kit as they apply to his/her own curriculum.	Involves some work on the teacher's part, but not complicated.
10. Each module contains cassettes, consumable and non-consumable books, manipulative materials, teacher's manual, and post-testing. Module A also includes pre-testing.	Appropriate for kindergarten.	It is adaptable in that only desired modules need be ordered and the teacher can use only parts of modules if he/she wishes. It can also be used for individualized instruction.	Simple.

CONTENTS	AGE APPROPRIATENESS	ADAPTABILITY	SIMPLICITY FOR TEACHER
11. Introductory tape program overview by Dr. Lola May, eleven student cassettes, teacher's manual, six copies of colored, four page, activity sheet booklets for each tape, six clear plastic erasable write-on sleeves for activity sheets.	Age appropriate.	It is adaptable in that it can be used individually by one or more students. Also, only desired tapes need be used.	Simple.
12. Unit I: Pictures (drawings and photographs); puzzles; games; flannel board; books; manipulatives such as a ball, comb, and blocks; stand ups; charts; fold-outs; worksheets; parent letter and home work sheets for each concept; and teacher's guide. Unit II: Worksheets, dominoes, fold-outs, books, stand-ups, parquetry, peg and thread shape mats, record, filmstrip, shape finder, color party box, teacher's guide, and parent letters.	Both units are age appropriate in terms of objectives for kindergarten. However, occasionally discriminations are difficult to discern.	Both units are very adaptable for several reasons. The lessons can easily be individualized and expanded to the ability of the child, materials can be used in a variety of ways outside of the program, and separate parts of the program can be used alone as reinforcement.	Both units would require some teacher preparation but all materials are supplied. It is fairly simple to use.

LITERATURE ON EARLY CHILDHOOD EDUCATION MATERIALS AND THEIR ASSESSMENT

Bleil, G. "Evaluating Educational Materials." Journal of Learning Disabilities (January, 1975), 19-26.

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Garner, W., and Zerrep, C. "Evaluating Programmed Materials." American Annals of the Deaf (October, 1971), 456-64.

Individualized Materials for the Handicapped: A Guide for Selection. Regional Resources Center.

Junkala, J. "Teacher Evaluation of Instructional Materials." Teaching Exceptional Children (Winter 1970), 73-76.

McLaughlin, J. A., and Trlica, J. S. "Teacher Evaluation of Instructional Materials." Educational Technology (March, 1976), 51-54.

Orderinde, N. "Instructional Material Assessment Tool." Audiovisual Instruction (April, 1974), 22-24.

Parsons, J.; Treat, K.; Burnette, D.; Foster, B. L.; and Stockert, T. C. "Criteria for Selecting, Evaluating, or Developing Learning Modules." Educational Technology (February, 1976), 31-32.

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Thorum, Arden R., Project Director. Instructional Materials for the Handicapped-Birth Through Early Childhood. Salt Lake City: Olympus Publishing Company, 1976.

LITERATURE ABOUT EARLY CHILDHOOD EDUCATION PROGRAMS FOR THE HEARING IMPAIRED

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- Grammatico, L. F., and Miller, S. D. "Curriculum for the Preschool Deaf Child." Volta Review (May, 1974), 280-289.
- Kirkman, R. E., and Setliff, R. C. "The Children's House of Learning: An Experiment in Early Education for Hearing-Impaired Children." Peabody Journal of Education (April, 1974), 203-210.
- Layman, E. "Children Who Hear Aid the Hearing-Impaired." Volta Review (January, 1974), 37-41.
- Little, J. A. "Total Education for Deaf Preschoolers: The New Mexico Approach." Peabody Journal of Education (April, 1974), 198-202.
- Mindel, E. D. "Deaf Education: A Child Psychiatrist's View." Peabody Journal of Education (April, 1974), 153-161.
- Northcott, W. H.; Nelson, I. V.; and Fowler, S. A. "UNISTAPS: A Family-Oriented Infant/Preschool Program for Hearing-Impaired Children and their Parents." Peabody Journal of Education (April, 1974), 192-197.
- Pollach, D. "Denver's Acoupedic Program." Peabody Journal of Education (April, 1974), 180-185.
- Pollach, D., and Ernst, M. "Learning to Listen in an Integrated Preschool." Volta Review (September, 1973), 359-367.
- Shea, E. "A Home Guide of Arts and Activities for Preschool Hearing-Impaired Children and Others." Rehabilitation Literature (December, 1975), 376-385.

FIRST GRADE READING SERIES ANALYZED

Basics In Reading. Levels PP1-PP3. Glenview, IL: Scott, Foresman and Company, 1978.

Bookmark Reading Program. Levels A-C. New York: Harcourt Brace Jovanovich, Inc., 1974.

Bookmark Reading Program. Levels PP1-PP3, Primer, and Level I. New York: Harcourt Brace Jovanovich, Inc., 1979.

Early Reading Program. Preprimer and First Primer Levels. Reading, MA: Addison-Wesley Publishing Co., 1971.

Houghton Mifflin Reading Series. Levels B-D. Boston: Houghton Mifflin Co., 1976.

Keys to Reading. L2-L4. Oklahoma City: The Economy Company, 1975.

Merrill Linguistic Reading Program. Levels A-C. Columbus: Charles E. Merrill Publishing Co., 1975.

Open Court Foundation Program. Levels 1:1:1 and 1:1:2. La Salle, IL: Open Court Publishing Co., 1976.

Pathfinder. Allyn and Bacon Reading Program. Levels 6-9. Boston: Allyn and Bacon, Inc., 1978.

reading basics plus. Levels Aa-Ac. New York: Harper and Row, Publishers, 1976.

Reading 360. Levels 2, 3, 5. Lexington: Ginn and Co., 1973.

Reading 720. Levels 2, 3, 7, 9. Lexington, MA: Ginn and Co., 1979.

Reading Unlimited. Level 2. Glenview, IL: Scott, Foresman and Co., 1976.

Sequential Steps In Reading. The Palo Alto Reading Program. Books 1-6. New York: Harcourt Brace Jovanovich, Inc., 1973.

Series r. The New Macmillan Reading Program. Levels 4-6. New York: Macmillan Publishing Co., Inc., 1975.

SRA Basic Reading Series. Levels A-B. Chicago: Science Research Associates, Inc., 1976.

The Addison-Wesley Reading Program. Preprimer and Primer Levels (18 books). Reading, MA: Addison-Wesley Publishing Co., 1979.

The Holt Basic Reading System. Levels 5-6. New York: Holt, Rinehart and Winston, Publishers, 1977.

The Keytext Program. Levels 12-14. Oklahoma City: The Economy Co., 1978.

The Laidlaw Reading Program. Levels 3-4. River Forest, IL: Laidlaw Brothers, Publishers, 1976.

The Monster Books, Sets 1 and 2 (24 books). Los Angeles: Bowmar/Noble Publishers, Inc., 1976.

Young America Basic Series. Rand McNally Reading Program. Levels 2-4. Chicago: Rand McNally and Co.

LANGUAGE-LEARNING UNITS DEVELOPED

- I. ^{At} The Park
A Duck Is A Duck
Ginn 360 Reading Series, 1973
- II. ^{At} The Zoo
Helicopters and Gingerbread
Ginn 360 Reading Series, 1973
- III. The Community
Book 1
Palo Alto Reading Program, 1973
- IV. The Reading House
Rhymes and Tales; Books and Games
Holt Reading Systems, 1977
- V. The Circus
Sun Up
Bookmark Reading Program, 1979

FIELD TEST EXPERIENCES

1977-1978

Setting: Intermediate unit language disorders kindergarten class
Teacher: Kay Levy
Units: "A Park" and "A Zoo," based on A Duck Is A Duck and Helicopters and Gingerbread, respectively, Reading 360, Ginn and Company, 1973 edition

Setting: Intermediate unit hearing-impaired class
Teacher: Brenda Batdorf
Units: "A Park" and "A Zoo," based on A Duck Is A Duck and Helicopters and Gingerbread, respectively, Reading 360, Ginn and Company, 1973 edition

1978-1979

Setting: Intermediate unit learning disabilities primary class
Teacher: Kathy Jamison
Unit: "A Community," based on The Palo Alto Reading Program, 1976 edition.

Setting: Lower Merion School District educable mentally retarded primary class
Teacher: Ellen Brooks
Unit: "Monster's House," based on The Monster Books, Bowmar/Noble Publishers, Inc., 1976 edition

Setting: Upper Perkiomen School District educable mentally retarded primary class
Teacher: Judy Roth
Unit: "A House," based on Places and Puzzles, reading basics plus, Harper and Row, Publishers, 1976 edition

1979-1980

Setting: Upper Merion Area School District language disorders primary class
Teacher: Kathy Kovalich
Unit: "A Circus," based on Sun Up, The Bookmark Reading Program, 1979 edition

Setting: Intermediate unit educable mentally retarded primary class
Teacher: Carolyn Walkling
Unit: "The Community," based on The Palo Alto Reading Program, 1976 edition

DISSEMINATION

The following list of 35 dissemination activities reflects the diversity of contacts Project CUE made. It should be noted that any appearances made outside Montgomery County were made at the behest of the outside group addressed by such a presentation, and LEA monies were donated toward such out-of-county presentations. The major dissemination activity within the County was the sending of the final Manual to all nonpublic and public agencies. Several copies were sent to these agencies to target the key officials who are in positions to benefit from this type of curricular process (e.g., principals, reading teachers, and so on in each building location). A letter of explanation was sent with each copy of the Manual to each Montgomery County school official to ensure that the document would have maximum likelihood of being used.

DISSEMINATION

1. A three hour presentation for the Learning Disabilities Symposium of the Department of Speech and Language, Temple University, Philadelphia, September, 1977, conducted by Janet McBride.
2. A three hour presentation entitled "The Development of Language Competencies Within an Academic Curriculum" at the annual convention of the Pennsylvania Federation of the Council for Exceptional Children, Seven Springs, October 8, 1977, conducted by Janet McBride.
3. An hour long presentation at the update meeting of the Advisory Council for Federal Projects of the Montgomery County Intermediate Unit, Norristown, December 14, 1977, conducted by Janet McBride.
4. An article published in the Journal of the Pennsylvania Speech and Hearing Association, October, 1977.
5. A two and a half hour workshop at the Pennsylvania Speech and Hearing Association Conference, Pittsburgh, May 4, 1978, conducted by Janet McBride, Kay Levy, Marsha Rosen, and Susan Shandelmier.
6. A brief presentation for the Montgomery County Intermediate Unit learning disabilities staff, Norristown, May, 1978, conducted by Janet McBride.
7. A language-learning workshop for the Montgomery County Intermediate Unit learning disabilities staff, Norristown, June 30-July 10, 1978 (five full days), conducted by Janet McBride, Kay Levy, Marsha Rosen and Susan Shandelmier.
8. A two hour presentation at the Council for Exceptional Children Convention, Philadelphia, October 13, 1978, conducted by Janet McBride, Marsha Rosen, and Susan Shandelmier.
9. A one day presentation for the Capital Area Intermediate Unit Speech and Hearing Staff, Camp Hill, October 23, 1978, conducted by Janet McBride, Marsha Rosen, and Susan Shandelmier.
10. A thirty minute presentation for the Montgomery County Intermediate Unit Supervisory Council, Norristown, October 30, 1978, conducted by Janet McBride.
11. A forty five minute presentation at the state American Council on Learning Disabilities Convention, Pittsburgh, November 3, 1978, conducted by Janet McBride.
12. A three hour presentation for special education students and faculty at Beaver College, Glenside, November 9, 1978, conducted by Janet McBride.

13. A three hour presentation for a speech department graduate course at Temple University, Philadelphia, December 11, 1978, conducted by Janet McBride, Kay Levy, Marsha Rosen, and Susan Shandelmier.
14. A brief presentation at the Bryn Mawr Child Study Institute, Bryn Mawr College, Bryn Mawr, February 5, 1979, conducted by Janet McBride.
15. A day long workshop for Carbon-Lehigh Intermediate Unit staff members, Norristown, March 13, 1979, conducted by Marsha Rosen and Susan Shandelmier.
16. An article published in Twentythree, March, 1979.
17. A day long workshop at the North East Speech and Hearing Association of Pennsylvania Convention, Mount Pocono, March 31, 1979, conducted by Janet McBride, Kay Levy, Marsha Rosen, and Susan Shandelmier.
18. An hour and a half presentation at Beaver College, Glenside, April 7, 1979, conducted by Marsha Rosen and Susan Shandelmier.
19. A day long inservice workshop for Carbon-Lehigh Intermediate Unit staff members, Schnecksville, April 19, 1979, conducted by Marsha Rosen and Susan Shandelmier.
20. A two hour presentation for the learning disabilities staff of the Duckery School, Philadelphia, April 24, 1979, conducted by Marsha Rosen and Susan Shandelmier.
21. A poster display at the Pennsylvania Speech and Hearing Conference, Hershey, April 27 and 28, 1979, conducted by Janet McBride and Marsha Rosen.
22. A two day workshop at the D. T. Watson Home, Leetsdale, May 1 and 2, 1979, conducted by Marsha Rosen and Susan Shandelmier.
23. A day long consultation session at the Project C.U.E. classroom/office for John Dellagrotto, language consultant for the Capital Area Intermediate Unit, May 3, 1979, conducted by Marsha Rosen and Susan Shandelmier.
- 24.. A two-hour introduction to reader analysis procedures for the Montgomery County Intermediate Unit Itinerant hearing staff, Norristown, September 11, 1979, conducted by Susan Shandelmier.
25. A six-hour workshop for special education teachers who participated in an inservice council course sponsored by the Montgomery County Intermediate Unit, Norristown, Fall, 1979, conducted by Marsha Rosen and Susan Shandelmier.
26. A two-hour introduction to reader analysis procedures for graduate students/special education teachers at Beaver College, Glenside, November 8, 1979, conducted by Susan Shandelmier.

27. A two hour introduction to reader analysis procedures for the Colonial School District reading teachers, Whitemarsh Elementary School, Lafayette Hill, November 28, 1979, conducted by Susan Shandelmier.
28. A two hour overview of Project C.U.E. and an introduction to reader analysis procedures for the speech and language faculty of West Chester State College, West Chester, November 29, 1979, conducted by Janet McBride and Susan Shandelmier.
29. A one hour introduction to reader analysis for a remedial reading in secondary education class, Villanova University, Villanova, December 5, 1979, conducted by Susan Shandelmier.
30. A two hour overview of Project C.U.E. and an introduction to reader analysis procedures for Upper Merion Area School District language skills teachers, principals, librarians, and administrators at Candlebrook Elementary School, King of Prussia, January 9, 1980, conducted by Susan Shandelmier.
31. A two hour presentation of reader analysis and unit development procedures for the Child Language Study Group of Philadelphia, Children's Hospital, Philadelphia, January 10, 1980, conducted by Janet McBride, Marsha Rosen, and Susan Shandelmier.
32. A half-day presentation of Project C.U.E. for speech therapists, reading and math teachers, and psychologists from Project CEERS, Elwyn Institute, Philadelphia, January 17, 1980, conducted by Marsha Rosen and Susan Shandelmier.
33. An hour long presentation for parents, classroom teachers, diagnostic and resource teachers, speech and hearing therapists, and reading teachers at the Chester County Intermediate Unit, Coatesville, January 22, 1980, conducted by Janet McBride, Marsha Rosen, and Susan Shandelmier.
34. A one hour brief presentation for university faculty and remedial clinical teachers at the Temple Lab School, Dresher, February 11, 1980, conducted by Marsha Rosen and Susan Shandelmier.
35. A one hour presentation for kindergarten and first grade teachers of the Downingtown School District at Euclid Hills Elementary School, Downingtown, April 23, 1980, conducted by Marsha Rosen and Susan Shandelmier.

Additional Note:

A manuscript entitled "An Alternative Perspective on Reading Readiness" was submitted to Language, Speech, and Hearing Services in Schools for publication in June, 1980, by Susan Shandelmier and Janet McBride. Confirmation of acceptance was pending when this report was completed.

EVALUATION PROCEDURES

Field Test Evaluation

The following forms were used for evaluation during the second year of Project C.U.E.'s existence. Teachers were asked to objectively and subjectively evaluate all aspects of the experience - the unit approach itself, its usefulness in a particular setting, the packaged materials, and the quality of consultative services established by the teacher/developers.

Although valuable insight was gained through analysis of this data, the forms were not used in the third year. This is because they were not found to be as effective as would have been desirable in that individual teachers adapted the project to fit their specific needs, making it difficult for them to complete the forms. Feedback was therefore gathered through meetings between field test teachers and teacher/developers.

Activity Card Evaluation

Instructions:

Part A of this evaluation consists of a three-page grid which will enable you to mark a number of responses for any given activity card. Please complete this grid for all cards that you examine. The cards are to be listed by number in the left-hand column, and your numerical ratings (4,3,2,1) of each dimension of the cards are to be placed in the remaining columns. Following the grid pages, you will also find a few general questions pertaining to your overall reactions to the activity cards.

Part B asks for your feedback regarding any experiences you may have had in using the activities with students who are above the readiness level.

Thank you for providing us with honest appraisal of these cards.

Subject: _____

[illegible]

Subject: _____

[illegible]

Subject: _____

[illegible]

2. For the cards as a whole as they relate to students at the readiness level, what strengths do you feel they possess?
3. For the cards as a whole as they relate to students at the readiness level, what suggestions for change can you offer?

B. Evaluation of activity cards when used with students who are above the readiness level:

1. What benefits do you see for students who are above the readiness level but who come into contact with the activities on the cards?
2. What are your reactions to, feelings and impressions about the language-learning unit approach for students at the readiness level?

Impressions About The Teacher/Developer Role

Instructions:

For the past few months you have been involved in a field test experience with Project C.U.E. staff. In order to continually improve our services, we would appreciate your opinions on the teacher/developer role. Attached, you will find six open-ended questions. Please provide us with your honest reactions.

1. How do you feel about the way in which the teacher/developer first approached you with regard to what was to be accomplished and how it was to be carried out?

2. What were your reactions to the ways in which the teacher/developer actually responded to your needs during the entire period of contact?

3. What efforts were made by the teacher/developer to learn about, to understand, and to become involved with the needs of your students?

4. What efforts were made by the teacher/developer to learn about, to understand, and to become involved with your needs as a teacher?
5. What benefits of the teacher/developer do you see for teachers, considering your experiences?
6. What other comments about the teacher/developer role do you wish to make?

Dissemination Evaluation

The following evaluation forms, requiring objective and subjective information concerning both the approach itself and the quality of presentations, were developed and used in those settings where they were deemed appropriate. Objective feedback was computed numerically, subjective comments were also taken into consideration, and presentations were refined accordingly. In dissemination settings where the forms were not appropriate, the staff relied upon solicited subjective feedback.

Presentation Evaluation

Role Position: _____

Exceptionality: _____

Age (s) of your students: _____ 3-5 _____ 8-12
 _____ 5-7 _____ 13-21

Instructions:

This presentation was designed to heighten your awareness of Project C.U.E. In order for us to know whether we have achieved this goal, we ask that you kindly complete the attached evaluation form. Items 1 through 3 are rating scales in which you are asked to check the most appropriate box -- high, moderate, mild, or almost none -- for each of parts (a), (b), and (c) of the questions. Items 4 through 6 are open-ended comment questions in which you have the opportunity to express your reactions in greater detail. Thank you for your interest and cooperation.

almost none

mild

moderate

high

☐☐☐☐

1. To what extent were the presentations made clear?

a. Introduction/Background

☐☐☐☐

b. Language Analysis of Reading Series

☐☐☐☐

c. Steps in Creating Language-Learning Units

☐☐☐☐

2. To what extent were the ideas interesting to you?

a. Introduction/Background

☐☐☐☐

b. Language Analysis of Reading Series

☐☐☐☐

c. Steps in Creating Language-Learning Units

☐☐☐☐

3. To what extent do you feel you have an understanding of:

a. Introduction/Background

☐☐☐☐

b. Language Analysis of Reading Series

☐☐☐☐

c. Steps in Creating Language-Learning Units

☐☐☐☐

4. a. In what ways can you see the Language-Learning Unit approach used in your teaching?

b. If you cannot see it being used, what problems do you see?

5. What suggestions for improving these presentations can you offer?

6. What other comments do you wish to make?

If you wish to have further information, please provide us with your name and address (or if you prefer, write to us).

What are your reactions to, feelings and impressions about the Language Learning Unit approach for students at the readiness level?

PROJECT SUCCESSES AND SHORTCOMINGS: RELEVANT FACTORS

The following factors were believed to have contributed to the successful implementation of the Project C.U.E. approach:

1. A highly detailed and well formulated grant proposal.
2. Thorough instruction, encouragement, and support of the staff's efforts provided by the project director.
3. The staff's belief in the philosophy being endorsed.
4. The staff's ability to work together.
5. The staff's attempts to view consultation and inservice sessions as opportunities for exchanging ideas and to refine the product/process accordingly.
6. Supportive services provided by intermediate unit and district personnel.
7. The timeliness of the topic, namely the need for an integrated, language based, reading readiness curriculum.

These factors were believed to have contributed to the project's shortcomings:

1. Variations in educational philosophies and teaching styles encountered among field test and inservice participants.
2. The absence of a well defined curriculum within field test and inservice settings, effecting participants' ability to manipulate curricular objectives.
3. The inability of the staff to incorporate speech and language therapists into most field test settings as classroom consultants and thereby effect a team approach for purposes of language integration.
4. The threatening nature of the teacher/developer's role as consultant as viewed from the classroom teacher's perspective.

5. The presence of personality differences between teacher/developers and project participants which in some cases hindered the implementation of the project approach.
6. Limited expansion of the project's utilization beyond the local area imposed by financial constraints.

PROJECT IMPACT: PAST AND FUTURE

Comments regarding the impact of Project C.U.E. upon the field of special education must be somewhat subjective, since data collection was not a fundamental component of the staff's efforts. In general it may be stated that the language-learning unit teaching approach proved to be an effective tool for establishing meaningful communication among language delayed children and for preparing them for their initial reading experience.

As stated previously, innate differences in teaching style and methodology contributed heavily to the success or failure of the language-learning unit approach in any given setting and will continue to do so in the future. Classroom teachers who like the unit concept, who find that it suits their needs and fits into their teaching styles, will use it effectively in a way which will benefit their children. Teachers who find that the unit does not mesh with their methods of teaching will not use it effectively, and their students will not receive its full benefit. The future impact will thus depend to a great extent on the teacher's desire for an innovative approach to classroom organization.

While the language-learning unit will most probably have its greatest impact on the classroom teacher, the reader analysis procedure is more likely to serve the needs of related educational personnel, namely remedial therapists and administrators, as has been the case in the past. The reading or language specialist is more apt than the classroom teacher to possess the ability to implement language analysis procedures and to develop language integration strategies based upon their results. This will enable the specialist to serve in the valuable role as consultant, and not only to the classroom teacher. The administrator who

is responsible for the selection of appropriate materials will be able to make use of these services as well.

The methods through which dissemination occurs in the future (manual distribution, availability through the ERIC System) will obviously differ from those used in the past (inservices, consultation). Widespread circulation of the manual throughout Pennsylvania may reach potentially more educators than the project staff was able to do within budgetary and time constraints. The future impact of the project approach cannot be fully anticipated, but it is hoped that it will surpass that which has evolved in the past.

CONTINUATION OF PROJECT ACTIVITIES

As of this writing, plans are in operation to distribute the Project C.U.E. manual in quantity to all public, private, and parochial elementary schools within Montgomery County and to all intermediate units across the state. Submission of the manual to RISE (Research and Information Services in Education) and PRISE/RRC (Pennsylvania Resources and Information Center for Special Education/Regional Resources Center), both state affiliates, should help to assure widespread availability throughout Pennsylvania for curriculum planning and development use. Submission of the manual to the ERIC (Educational Resources and Information Center) Clearinghouse on Reading and Communication Skills will hopefully encourage use of the approach nationwide.

Locally, continued use of the Project C.U.E. product/process has been assured within several Montgomery County Intermediate Unit programs - namely, the communication disorders, hearing impaired, and learning disabilities programs - as well as in the Upper Merion Area School District's language disorders program.

Recent requests from other intermediate units for follow-up inservicing would seem to indicate that the program will be maintained in neighboring counties as well. Continuation within field test settings remains at the discretion of the individual participants. Assuredly, staff members, having incorporated the language-learning unit approach into their own personal philosophies, will continue to advocate its usage.

ESEA TITLE IV-END OF PROJECT EVALUATION REPORT

Directions: Complete Parts, I, II and III with an original and three copies. Send an original and one copy to the Division of Program Planning and Development, Bureau of Planning and Evaluation, Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126. One copy should be retained by the project director and one copy by the chairperson. Parts I and II should be completed by the chairperson while on site. Concerns listed under sections A through F of Part III should be completed by the chairperson on the same page where questions are listed. If additional pages are necessary, please paginate, i.e., B1, B2, etc.

Part I

Project Title Project C.U.E., Title IV-C IU# 23
LEA Montgomery County I.U. Address 1605B W. Main St.
Norristown, Pa. 19401
Project Number 77049S Total Amount of Grant for 3 Years \$46,721.00
Project Director's Name Janet E. McBride Phone (215) 539-8550
Chairperson Robert Gilgannon Phone (717) 348-3455
Title IV-C Area Representative John Billman
Date(s) of Observation June 23, 1980

Part II

TITLE IV PART C PROJECT PARTICIPANT DATA

LEA NAME Montgomery County I.U. #23

PROJECT TITLE Project C.U.E. Title IV-C

STUDENTS: Include only numbers of students who are directly involved in the project at time of final evaluation.

Grade Levels-Third Year

	Pre-K	K	Preschool Totals	1	2	3	4	5	6	Elementary Totals	7	8	9	10	11	12	Secondary Totals
Public		21	21	4						4							
Nonpublic																	

Grade Levels-Total for All Three Years

	Pre-K	K	Preschool Totals	1	2	3	4	5	6	Elementary Totals	7	8	9	10	11	12	Secondary Totals
Public		92	92	4	5					9							
Nonpublic																	

Third Year

ADULTS: Include only numbers of adults participating in the project. Do not include paid project staff listed on budget breakdown.

	Public	Non-public	Totals		Public	Non-public	Totals
Teachers				Superintendent	1		1
Pre-Kindergarten	48		48	Assistant Superintendents			
1 - 6	56		56	Secondary Principals			
7-12	38		38	Media Specialists			
Parents				Librarians	1		1
Dietitians				Guidance Counselors			
Nurses				Paraprofessionals			
Social/Psychological Personnel	32		32	Other(s)	4		4
					158		158
				TOTALS	338		338

*Have there been any changes in the number of adults from the first year of operation?

Part III

A. Managerial Concerns:

1. Did the project operate according to the established schedule (all three years)? If not, explain. **Yes.**
2. Has the project proven its cost effectiveness? Substantiate.
3. a. How much money was expended from ESEA IV-C funds all three years?
b. How much money **\$46,721.00 per year** was expended from school district funds all three years?
c. How much money **\$0.00 per year** was expended from other funds all three years?
4. As the chairperson, **\$0.00 per year** do you know of any concerns that the PDE should be aware of and that have not already been mentioned?
5. Is this project going to be continued by the Local Educational Agency? If yes, describe in what manner. If not, explain why not.

B. Project Effectiveness

1. Have all the program objectives and activities been met? Explain.
2. Has the project director's log for all three years been complete?
3. What were the most effective activities and the least effective activities?
4. What were the most effective objectives and the least effective objectives?
5. Is there objective evidence that proves that programs are better after three years of IV-C funds than they were before?
6. Can we be reasonably sure that any changes or improvements in the curriculum program can be attributed to the ESEA Title IV-C grant?
7. Did the evaluative design include the appropriate pretest and posttest data?
 - a. What efforts to assess program results are satisfactory?
 - b. Is the director able to provide significant data?
8. Describe the benefits derived by teachers, students and/or other participants.
9. What, in your opinion, have been the most significant outcomes of the project?
10. Comment on the general performance of the project director.
11. Compare the actual accomplishment with what was projected.

A-1

2. The project has proven its cost effectiveness by meeting its stated goals within budgetary limits.
4. No, the program operated on schedule, and no major revisions took place.
5. The LEA has no plans at this time to continue the project. Despite the project's effectiveness, funding is simply not available to continue its operation.

B-1

1. Yes, all objective and activities as listed in the original proposal and subsequent continuation proposals have been met. The reader is referred to the accompanying Objectives of the Proposal - 1977-1980.
2. The project log has been kept up-to-date and reflects the current status of the project, but it will not be finalized until the end of the third year of operation (August 31, 1980).
- 3/4. The project staff feels that the most effective activities have been those which related to basal reader analysis (Objectives two and three), the development and field testing of language-learning units (Objectives four and five), dissemination procedures (Objective seven), because of the direct involvement with teacher and students and the immediate feedback these activities have afforded, and, very importantly, the compilation of the final manual in that this will allow those interested to use the Project C.U.E. approach without benefit of consultative services.

The least effective activities have been those related to needs assessment and review of early childhood programs, techniques, and materials (Objective one), because the amount of information gained through intensive research has not been sufficient to justify the amount of time required for the assignment.
- 5/6. Evidence to prove that readiness programs have been bettered by the use of Project C.U.E.'s language-learning units has been provided by classroom teachers who participated in field test experiments, their program supervisors, and workshop participants throughout the state. Objective data attesting to the positive impact of the project approach has been submitted by all of these persons and has been made available to the state evaluator for examination. It is reasonable to assume that the curricular changes made in field test classrooms would not have been made without the involvement of the project staff and, therefore, that any changes which did evolve may be attributed to the ESEA Title IV-C grant.

7. The Project C.U.E. approach emphasizes process-orientation rather than product-orientation. As such, the formal collection of statistical data would not be appropriate. Program assessment has taken place through the use of surveys, questionnaires, and rating scales, all of which have been made available to the state evaluator and are considered to be satisfactory.

8. The benefits derived by participants are three-fold:

a. Teacher using the language-learning unit approach are provided with early language stimulation materials appropriate for implementation in categorical programs for the handicapped, and a process tailored to their individual needs and teaching styles whereby language is integrated into the overall curriculum, and curricular objectives are reinforced in an organized fashion.

b. Children with language delays and deficits derive a sense of enthusiasm for learning as a result of being directly involved in meaningful activity, increased cognitive and communication facility, and a sense of pride in their accomplishments.

c. Workshop participants and field test teachers learn a method of analyzing reading series and of selecting series as foundations for language-based programs for handicapped learners.

9. In my opinion the most significant outcomes of the project have been the successful implementation of the project in classes for the hearing-impaired, learning disabled, and mentally retarded. In-service training, workshops, and C.U.E. staff follow-up have enabled teachers to utilize the program to its full potential.

10. The project director's performance has been superior. She has proven herself to be dedicated, knowledgeable, flexible, and tireless in her efforts to carry out this project. She accepts new ideas well and is always ready to analyze her professional views in the light of new knowledge and research.

11. All projected accomplishments of the project have been met and in some cases have been exceeded.

C. Local Awareness

1. How were appropriate people in the school and community made aware of the total project and its objectives? Please be specific.
2. Is there documented evidence that the project staff attempted to make the community at large aware of the project? Which methods were the most and the least effective and why?

D. PDE Relationships

1. Does the project director have any recommendations for improving the PDE relationship in regard to the project? No.
2. Is the chairperson aware of any problems among the project director, the participants and the PDE? No.

E. Replication Prospects

1. Has this program been exemplary in its ability to better the teaching/learning environment and is it worthy of statewide dissemination? Explain.
2. Is this program worthy of replication? If not, are any of its major components replicable?
3. Are there materials available for replication?
4. If this program were validated, would the project director and/or superintendent be available to help a district adopt the program?
5. Does the Local Educational Agency staff understand the meaning of *validation* and *diffusion* in Pennsylvania?
6. Was an internal evaluation system developed during the life of the project? If yes, can it be used by an adapting district if project is validated?

F. Project Materials

Please attach a copy of any materials which were produced by the project and which may help PDE or RISE disseminate valid information about the project. If questionable, list available materials for possible collection later.

C

1. Persons involved in field testing - teachers, aides, supervisors, administrators, therapists - were made aware of Project C.U.E. and its objectives through participation in workshops and individualized consultation sessions conducted by the project staff. Parents were informed of their children's involvement in the language-learning process by the classroom teachers.

2. The staff has made the community at large aware of the project through numerous workshops and presentations designed for educational professionals. Announcements printed in journals, printed programs, and evaluation forms completed by workshop participants all attest to this fact. The most effective presentations were those in which participants were able to analyze their own series and construct their own units, thus making the exercises meaningful. The least effective presentations were those in which, due to time limitations, participants were introduced to the approach but were not able to become involved in "hands-on" experiences.

In addition, the educational community will be made aware and will have access to the tenents of Project C.U.E. through the publication of the final manual which will be sent to intermediate units throughout the state and which will hopefully become a part of the ERIC system.

E-1

1. This project has bettered the teaching/learning environment by creating early language stimulation and development materials for a variety of handicapped children with severe language deficits and lags, for whom few commercial materials are readily available. Its approach is distinctive and is considered to be very worthy of statewide dissemination. As previously indicated, the mechanics of widespread dissemination were built into the design proposal from the beginning. Staff members have made themselves available to explain the language-learning process in detail to educators and have created a manual to serve in their place when funding is terminated so that the program desing may continue.

2/3. The process whereby the project's language-learning units are implemented into the classroom has been used so successfully in field test sites that program supervisors have chosen of their own accord to expand its use into other classroom settings. The fact that persons outside of the project staff consider the program worthy of replication is offered in support of the state evaluator's opinion. Materials available for replication include analyses and summaries for pre-primers from twenty-three basal reading series, a mini-unit, five language-learning units, and a manual which will be ready by mid-summer.

4. The Project C.U.E. staff applied to the Pennsylvania Diffusion Panel for state validation in October, 1979 and was turned down. It was their understanding that the reason for this was in part due to the nature of the project which does not easily lend itself to evaluation through formal statistical data.

5. Yes, these terms have been made quite clear to the staff as a result of having applied for state validation status.

The Project C.U.E. staff has developed a thirty page mini-unit entitled "The Park" which briefly introduces persons unfamiliar with the approach to all of its component parts. Copies of this mini-unit have already been submitted to RISE and PDE as a part of the 1979-80 continuation proposal. In addition to this mini-unit, the attached pages list materials which may be collected from the Project C.U.E. office at any time for dissemination purposes but are too bulky to accompany these forms at this time.

It is hoped that the final manual as well as a final report will be available for inspection by PDE by late July. Although the writing is complete, printing procedures are still in operation.

G. Chairperson Team Recommendations

1. Are there any suggested activities or processes which you think might have improved the program without increasing the project's costs? No.

2. Were there any specific problems apparent to the evaluator? No.

3. Was there evidence the project administrators are complying with the mandates of Title IX of the Education Amendments of 1972-Sex Discrimination?

 X Yes

 No

4. Did the project implement the evaluator's recommendations for program improvement? Yes.

5. Approximately how much time was spent by the chairperson in a consultant role?
 6 hours per session, 2 sessions per year

6. Summary Statement

Project C.U.E. is a very innovative approach to helping a child acquire basic language skills necessary in learning to read. The analysis of basic reading series is excellent and opens a new vista in the approach to reading. Textbook selection is extremely important, and Project C.U.E. will give a firm basis for selecting textbooks and supplementary materials that can be individualized within the classroom. As the project staff well knows, there is no one text suitable for all children, but an analysis of the text using Project C.U.E.'s guidelines will help a teacher adapt the text to meet the child's individual needs.

As a summation of this project, the staff is completing a manual that is excellent in its scope and detailed preparation of self-directed activities for teachers, speech clinicians, language specialists, and others involved with the language development of young children. The manual will be disseminated to schools throughout the intermediate unit and across the state.

The project staff has been exemplary in their professional approach to the task at hand - helping young children in the development of language skills for reading.

Robert P. Johann
Title IX C Evaluator

EVALUATION SURVEY

Instructions:

In order for the Department of Education to better serve individual projects with efficient and competent professional evaluation services, it is necessary to obtain feedback with regard to the evaluation procedures. Your assistance in completing the following questions will aid us in providing a better service to you. Please return this survey to: Division of Program Planning and Development, Bureau of Planning and Evaluation, Department of Education, Box 911 Harrisburg, Pennsylvania 17126.

Date June 23, 1980

Montgomery County I.U. #23 Project Director

School District

Name Janet E. McBride

ESEA Title IV-C
Project No. 77049S

Address 1605B W. Main St.

Norristown, Pa. 19401

Telephone (215) 539-8550

Robert Gilgannon Chairperson

<u>team member</u>	<u>team member</u>
<u>team member</u>	<u>team member</u>
<u>team member</u>	<u>team member</u>

CHAIRPERSON INFORMATION

Part A

Yes	No	Do Not Know	
—	<u>X</u>	—	1. Did the chairperson request your presence at an initial meeting the night before the evaluation began?
—	<u>X</u>	—	2. Prior to visit, did the chairperson request pertinent information for use in the initial meeting?
—	<u>X</u>	—	3. Did you, as project director, meet with the chairperson the evening prior to the scheduled evaluation date?
—	<u>X</u>	—	4. Did the team chairperson make any request to school personnel that was not essential for the initial meeting? If yes, please specify: _____
<u>X</u>	—	—	5. Did the chairperson leave a completed typewritten copy of the evaluation report with the project director and/or chief school administrator?

Pennsylvania Department of Education

TEAM MEMBER INFORMATION

Part B

Yes No Do
 Not
 Know

N/A

— X —

- 6. Did the chairperson or any member of the evaluation team leave the site early? If yes, please specify:

— X —

- 7. Did the chairperson or team member meet the evening prior to the scheduled evaluation date? If no, please list the names of the missing evaluator(s).

a. _____ b. _____

c. _____ d. _____

— X —

- 8. Did the chairperson and each team member act in a professional manner while visiting and evaluating your program? If no, please specify:

— X —

- 9. Did the chairperson and each on-site evaluation team member evaluate your program in relation to the stated objectives? If no, please specify:

GENERAL INFORMATION

— X —

- 10. Did the on-site team and/or chairperson present an oral report to the designated representative on the last day of the evaluation visit?

— X —

- 11. Did any evaluator request travel expenses, hotel bills, food bills or any other supplemental money over the normal reimbursement? If yes, please specify:

Yes	No	Do Not Know	N/A	
—	—	—	<u>X</u>	12. Did the chairperson or evaluators visit parents of children in the program?
—	—	—	<u>X</u>	13. Did the chairperson or evaluators visit or attempt to communicate with organizations that were involved in the original planning of the program? NOTE: Contact by phone, etc.
—	—	—	<u>X</u>	14. Did the chairperson or evaluators talk with children involved in the program?
<u>X</u>	—	—	—	15. Did the evaluation team or chairperson make recommendations in a positive, professional manner?
<u>X</u>	—	—	—	16. Did the chairperson or evaluation team aid your program with the recommendations?

GENERAL COMMENTS OR REMARKS:

DISCLAIMER

THE WORK PRESENTED OR REPORTED HEREIN WAS PERFORMED PURSUANT TO A GRANT FROM THE PENNSYLVANIA DEPARTMENT OF EDUCATION ACTING AS THE STATE EDUCATION AGENCY FOR THE UNITED STATES OFFICE OF EDUCATION, DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. HOWEVER, THE OPINIONS EXPRESSED HEREIN DO NOT NECESSARILY REFLECT THE POSITION OR POLICY OF THE PENNSYLVANIA DEPARTMENT OF EDUCATION OR THE UNITED STATES OFFICE OF EDUCATION, AND NO OFFICIAL ENDORSEMENT BY EITHER AGENCY SHOULD BE INFERRED. THIS PROGRAM WAS FUNDED FROM PDE AS PROJECT #770495 (SEPTEMBER 1, 1977, TO AUGUST 31, 1980) UNDER ESEA TITLE IV-C OF THE EDUCATION AMENDMENTS OF 1974 (P.L. 93-380) UNDER THE DUAL GUIDANCE OF THE OFFICE OF PLANNING AND EVALUATION (TITLE IV) AND THE BUREAU OF SPECIAL AND COMPENSATORY EDUCATION.

APPENDIX I
READER ANALYSES CHARTS

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V			the apple
2. N + V _{be} + Adj = 29			the red apple
3. N + V _{be} + N			
4. N + V _{tr} + N = 13			
5. N + V _{intr} + N			
6. N + V + Prep/Adv Prep = 5			
7. N + V _{st} + Adj			
8. N + V _{st} + N			
92			93

Kernel Sentences

N + V_{be} + Adj

1. The apple is red.
2. The tree is green.
3. The grass is green.
4. Is the sun red?
5. Is the sun green?
6. Is the sky red?
7. Is the sky green?
8. The sun is yellow.
9. Is the grass yellow?
10. Is the tree yellow?
11. Is the grass red?
12. The sky is blue.
13. The bird is blue.
14. Is the tree blue?
15. Is the sun yellow?
16. Yes, the sun is yellow.
17. Is the bird blue?
18. Yes, the bird is blue.
19. Is the apple red?
20. Yes, the apple is red.
21. Is the grass green?
22. Yes, the grass is green.
23. No, the sun is yellow.
24. Is the apple blue?
25. No, the apple is red.
26. Is the bird green?
27. No, the bird is blue.
28. Is the sky yellow?
29. No, the sky is blue.

N + V_{tr} + N

1. See the tree.
2. See the green tree.
3. See the apple.
4. See the red apple.
5. See the sun.
6. See the sky.
7. See the yellow sun.
8. See the green grass.
9. See the bird.
10. See the apple tree.
11. See the yellow sun in the sky.
12. See the red bird in the tree.
13. See the red apple in the grass.

N + V + Prep

1. Is the apple in the tree?
2. Yes, the apple is in the tree.
3. The sun is in the sky.
4. The bird is in the tree.
5. The apple is in the grass.

Verbs — Tenses

Nouns

Prepositions

Adjectives

Conjunctions

see - present

is - present irregular

apple
tree
grass
run
sky
bird

in

red
green
yellow
blue

Pronouns

(you)

Adverbs

yes
no

Articles

the

Interjections

-4-

Question Forms

Morphemes

[Idioms] and Multiple MeaningsInversions:

Is the sun red?
 Is the sun green?
 Is the sky red?
 Is the sky green?
 Is the grass yellow?
 Is the tree yellow?
 Is the tree blue?
 Is the sun yellow?
 Is the bird blue?
 Is the apple red?
 Is the grass green?
 Is the apple blue?
 Is the bird green?
 Is the sky yellow?
 Is the apple in the tree?

The sun is in the sky.
 The bird is in the tree.
 The apple is in the grass.

Wh Questions:Negatives

no

Word Complexity

Illustrations

Difficult Structures/Problem Areas

$\frac{271 \text{ words}}{64 \text{ utterances}} = 4.23$
words
per
utterance

$\frac{64 \text{ utterances}}{13 \text{ pages}} = 4.92$
utterances
per page

Spache Readability
Formula

words = 103
utterances = 28
hard words = 0

Grade Level = 1.2
(interpolated)

Graphic style - child-like, solid line,
crayon drawings.

Illustrations are:

Clear.

Extremely simple.

Childish.

Two dimensional.

Unrealistic but not fantasized.

Proportion is consistent but rigid.

Layouts are adequate to good.

Illustrations do not always support
language, as on page 19, where the
picture shows many apples and the
text reads See the red apple.

Words sometimes break up pictures,
e.g. page 67.

Color and texture are appealing.

The tree is green (page 13) - The leaves are green
would be more correct.

There is no continuity from story to story. It is
difficult to tell where one story ends and the next
one begins, because they are all disjointed.

Language-illustration relationship is very poor. In
some cases, the words have nothing to do with the
pictures. In others the pictures are drawn very
narrowly around the edges of the pages, and the
important components are barely discernible. See
pages 28, 35, 62, 72, 78, and 81 for examples.

-6-

Theme

Big Boy is a structural reader that emphasizes several kernel sentence patterns and inverted question forms. Vocabulary is restricted to common nature words - sun, grass, tree, sky, bird - descriptors, and Big Boy's observations of the environment surrounding him. The reader is very simplistic and supplies a minimal amount of concrete information about the story settings and plots.

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 2	He is <u>black</u> and <u>white</u> . - adjective		Here, Dog.
2. N + V _{be} + Adj = 3	You are <u>black</u> and <u>white</u> . - adjective		
3. N + V _{be} + N	He is big and you are big. - sentence.		
4. N + V _{tr} + N = 4	Here is a new <u>red</u> and <u>yellow</u> ball. - adjective		
5. N + V _{intr} + N	Run and get the ball. - sentence		
6. N + V + Prep/Adv Prep = 18 Adv = 9	Jump and get the ball. - sentence		
7. N + V _{st} + Adj = 9	Can he <u>jump</u> and <u>get</u> the ball? - verb		
8. N + V _{st} + N = 2			

Kernel Sentences

N + V

1. Run, Dog.
2. Jump, Dog.

N + V_{be} + Adj

1. My new book is big.
2. He is black and white.
3. You are black and white.

N + V_{tr} + N

1. I like my book.
2. I can find a dog in my book.
3. See the dog in here.
4. Get the ball for me.

N + V_{st} + N

1. He looks like you.
2. You look like the dog in the book.

N + V + Prep

1. Big Boy is in the new book.
2. Dog is in the new book.
3. Birds are in the new book.
4. Look for Big Boy.
5. Look for Big Boy in the new book.
6. Look for Dog.
7. Look for Dog in the new book.
8. Look in the new book for the birds.
9. A boy is in my new book.
10. Come to me.
11. Look in here.
12. Look in my book.
13. Come to me, Dog.
14. The ball is in the grass.
15. Run to me with the ball.
16. Run to Big Boy.
17. Run to Big Boy with the ball.
18. Jump for the ball.

N + V + Adv

1. Here is a book.
2. Here is a new book.
3. Something new is here.
4. Here is a new book for me.
5. Come here, Dog.
6. Here is something for you.
7. Here is a new ball for you.
8. Here is a new red and yellow ball.
9. Come here.

Verbs — Tenses

Nouns

Prepositions

Adjectives

Conjunctions

like - present
jump - "
look - "
look(s) like - "
come - "
see - "
run - "
get - "

is/are - present irregular

can find - present modal
can get - " "
can jump - " "

book
Big Boy
Dog/dog
birds
boy
here
ball
grass

in
for
to
with

new
my
big
black
white
red
yellow

and

Pronouns

something
(you)/you
me
I
he

Adverbs

here

Articles

a
the

Interjections

Hi.

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: Can Dog get the ball? Can he jump and get the ball?	birds - plural <u>s</u>	Big Boy is <u>in</u> the new book. The ball is <u>in</u> the grass. Come <u>here</u>, Dog. Look <u>in</u> here. [Here] , Dog. Get the ball <u>for</u> me. Jump <u>for</u> the ball.. Look <u>for</u> Big Boy. <u>Look in</u> my book. You <u>look like</u> the dog in the book. <u>Big Boy</u> is in the new book. My new book is <u>big</u>.
<u>Wh</u> Questions:	<u>Negatives</u>	<u>Multiple Usage</u> like - verb and particle here - noun and adverb

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{234 \text{ words}}{47 \text{ utterances}} = 4.97$ words per utterance $\frac{47 \text{ utterances}}{9 \text{ pages}} = 5.22$ utterances per page <u>Spache Readability</u> <u>Formula</u> # words = 101 # sentences = 20 # hard words = 0 Grade Level = 1.5	Graphic style - child-like, solid line, color and crayon drawings and finger paintings with some newsprint and block print details. Illustrations are: Clear. Extremely simple. Childish. Two dimensional. Unrealistic but not fantasized. Proportion is consistent but rigid. Layouts very greatly in balance and quality. Speech balloons hide illustration details and may be distracting. Color and texture are appealing. Language and illustrations are not always supportive of one another. The speaker is not always present (page 13) and the facial expressions do not correspond to the implied verbal message (page 21).	Multiple meanings. Lack of closure - the entire reader is disjointed. The concept of a big boy may be too juvenile to hold the first grade child's interest.

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Theme

Friends for Big Boy is a structural reader emphasizing sentence patterns and expansion techniques. All of the sentences on a given page build upon one another, as can be seen in this example from page nine:

Jump, Dog.
Jump for the ball.
Jump and get the ball.
Can Dog get the ball?
Can he jump and get the ball?

Although the characters remain constant throughout the reader, the settings and situations provide no real continuity in concept.

Meet The Superkids
 Addison-Wesley Publishing Company
 1979 Edition
 Preprimer Level
 Books 9-13.

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 Susan Shandelmier
 Teacher/Developer
 1979-1980

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 9			glog, glog, glog
2. N + V _{be} + Adj = 6			
3. N + V _{be} + N = 6			
4. N + V _{tr} + N = 23			
5. N + V _{intr} + N			
6. N + V + Prep/Adv = 9			
7. N + V _{st} + Adj			
8. N + V _{st} + N			
116			117 ⁸⁷

Kernel Sentences

N + V

1. Golly digs.
2. Lily digs.
3. Ed sat.
4. Ed slid.
5. Hot Rod sits.
6. Cass tugs.
7. Icky sits.
8. Sal tugs.
9. Lily sits.

N + V_{be} + Adj

1. Is it lost?
2. It is odd.
3. The Fast Cat is set.
4. Hot Rod is sad.
5. Alf is hot.
6. Golly is left.

N + V_{be} + N

1. Tic is it.
2. Is it a cat?
3. Is it a (worm)?
4. Is it a (fish)?
5. It is a fast gift.
6. The Fast Cat is a Flat Cat.

N + V_{tr} + N

1. Tic tags Sal.
2. Sal tags Cass.
3. Cass tags Tac.
4. Tac tags Lily.
5. Lily tags Doc.
6. Doc tags Toc.
7. Doc tags Golly.
8. Frits lifts a log.
9. Lily got a (worm).
10. Frits fills a (can).
11. Frits got a fat (worm).
12. Lily got a flat (worm).
13. Lift it off fast.
14. Ed got a gift.
15. Ed lifted its lid off.
16. Hot Rod hits the grass.
17. The Fast Cat hits the glass.
18. Oswald tugs Cass.
19. Tic tugs Tac.
20. Doc tugs Sal.
21. Doc tugs Lily.
22. Golly has a fuss.
23. The Superkids hit the dust.

N + V + Adv

1. Lily sits still.
2. Frits sits still.
3. Sit still.
4. I slid off.
5. The Fast Cat is off.
6. The Fast Cat is fast.
7. Ettabetta is last.
8. Hot Rod is last.
9. Golly tugs fast.

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
tags - present lift(s) - " fills - " tugs - " digs - " sit(s) - " hit(s) - " is - present irregular has - " " lifted - past irregular got - past irregular slid - " " sat - " "	Tag Hot Rod Tic gas Sal glass Cass Tug Tac Oswald Lily Alf Doc Icky Toc Ettabetta Golly fuss Frits Superkids log dust (worm) (can) cat (fish) Ed gift lid Flat Cat Fast Cat () = rebus		fat flat odd lost its fast set sad hot	
	<u>Pronouns</u> I (you) it	<u>Adverbs</u> still off fast last left	<u>Articles</u> a the	<u>Interjections</u> Ug!

Question Forms	Morphemes	[Idioms] and <u>Multiple Meanings</u>
Inversions: Is it a cat? Is it a (worm)? Is it a (fish)? Is it lost? 		

Word Complexity

Illustrations

Difficult Structures/Problem Areas

$$\frac{194 \text{ words}}{57 \text{ utterances}} = 3.40$$

words
per
utterance

$$\frac{57 \text{ utterances}}{12 \text{ pages}} = 4.75$$

utterances
per page

Spache Readability
Formula

words = 104
sentences = 31
hard words = 6
(tags, lift(s),
flat, odd, slid,
glog)

Grade Level = 1.26
(interpolated score)

Graphic style - solid line, pastel
animation.

Illustrations are:

Clear.
Detailed.
Three dimensional.
Realistic and fantasized.
Well proportioned.
Well laid out.
Nonsexist.
Racially balanced.
Child oriented.

Illustration quality is exceptionally
good. Pictures are highly imaginative,
distinctive in style, and supportive of
verbal message.

Vocabluary and language concepts are very high level.

The Superkids' Club
 Addison-Wesley Publishing Company
 1979 Edition
 Primer Level
 Book 1: B, R
 Pages 8-10, 19-23 (2 stories)

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 Susan Shandelmier
 Teacher/Developer
 1979-1980

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Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 3		Let's discuss the bus.	
2. N + V _{be} + Adj = 3		Let's get the bugs off.	
3. N + V _{be} + N = 4		Let's dust it off.	
4. N + V _{tr} + N = 23		I bet the bus is hot.	
5. N + V _{intr} + N		Let's get set.	
6. N + V + Prep/Adv			
7. N + V _{st} + Adj			
8. N + V _{st} + N			
126			127 ₉₂

Kernel Sentences

N + V

1. A bit of red fell.
2. A glob of (yellow) fell.
3. A blob of (blue) fell.

N + V_{be} + Adj

1. The bus is a bit odd.
2. But the bus is big.
3. (Brown) is best!

N + V_{be} + N

1. The bus is the best Superkids' Club.
2. It is still red.
3. At last it is purple.
4. It is (brown).

N + V_{tr} + N

1. The bus has bugs.
2. The bus has lots of bugs.
3. The Superkids fill the bus.
4. Icky lifts off the lids.
5. Ettabetta has the red.
6. Sal has the (blue).
7. Doc has the (yellow).
8. Ettabetta adds the red.
9. Doc adds the (yellow).
10. Frits gets (orange).
11. Sal adds the (blue).
12. Doc adds the (yellow).
13. Cass gets (green).
14. Ettabetta adds lots of red.
15. Sal adds a bit of (blue).
16. Sal adds the rest of the (blue).
17. Ettabetta has red.
18. Doc has (yellow).
19. Frits has (orange).
20. Sal has (blue).
22. Lily has (purple).
23. Icky has (brown).

() = rebus

-3-

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
fill - present adds - " let - " bet - " get(s) - " lifts off - present + particle is - present irregular has - " " fell - past irregular discuss - infinitive get - " dust - "	bus (purple) bugs glob dust blob Superkids Club (brown) Icky Lily lids Ettabetta red Sal (blue) Doc. (yellow) Frits (orange) Cass (green) lots dust bit rest ()=rebus	of	odd hot big best Superkids'	but
	<u>Pronouns</u> (you) us it I	<u>Adverbs</u> off set still at last	<u>Articles</u> a the	<u>Interjections</u> Ug!

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions:	let's - verb/pronoun contraction bugs - plural <u>s</u> Superkids' - plural <u>s</u> + possessive lids - plural <u>s</u> lots - collective noun	The bus is a bit odd. Sal adds a <u>bit</u> of (blue). Let's <u>get</u> the bugs <u>off</u> . Let's dust it <u>off</u> . Let's <u>get set</u> . The bus <u>has</u> bugs. Ettabetta <u>has</u> the red. The Superkids <u>fill</u> the bus. It is <u>still</u> red. Sal adds the <u>rest of</u> the (blue)
<u>Wh</u> Questions:	<u>Negatives</u>	[At last] it is (purple). <u>Multiple Usage</u> dust - verb and noun

132

133

95

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{161 \text{ words}}{38 \text{ utterances}} = 4.24$ words per utterance $\frac{38 \text{ utterances}}{8 \text{ pages}} = 4.75$ utterances per page <u>Spache Readability</u> <u>Formula</u> # words = 103 # sentences = 22 # hard words = 9 (discuss, odd, ug, dust, bet, club, lifts, lids, adds) Grade Level = 2.3	Graphic style - solid line, pastel animation; solid, black outlines on white. Illustrations are: - Clear. - Detailed. - Three dimensional. - Realistic and fantasized. - Well proportioned. - Well laid out. - Nonsexist. - Racially balanced. - Child oriented. Illustration quality is exceptionally good. Pictures are highly imaginative, distinctive in style, and supportive of verbal message.	Vocabulary and language concepts are very high level.

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Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 5	Run, Golly, run! - sentence	Let's discuss the club. Let's get a lot of frogs. Let's get a rabbit! Let's get a boss. Let's discuss the boss. Let's get a lemon from him. If Golly runs a lot, Golly gets hot.	No, no, Tac!
2. N + V _{be} + Adj = 3	<u>Doc and Al</u> must get a lemon. - noun subject		
3. N + V _{be} + N = 8	<u>Oswald and Lily</u> must get a red mitten. - noun subject		
4. N + V _{tr} + N = 26	<u>Sal and Golly</u> must get a hot dog and bun. - noun subject, noun object		
5. N + V _{intr} + N	<u>Tic, Tac, and Hot Rod</u> must get lots of buttons. - noun subject		
6. N + V + Prep/Adv Prep = 4 Adv = 1	<u>Icky and Toc</u> must get a Batman comic. - noun subject		
7. N + V _{st} + Adj = 2	<u>Icky and Toc</u> hunt and hunt. - noun subject, verb		
8. N + V _{st} + N	<u>Ettabetta and Frits</u> must get globs of mud. - noun subject <u>Ettabetta</u> ran and slid. - verb		

Kernel Sentences

N + V

1. Oswald hunts.
2. Icky and Toc hunt and hunt.
3. Ettabetta ran and slid.
4. But Ettabetta grins.
5. The hunt has ended.

N + V_{be} + Adj

1. But a tent is hot.
2. It is hot.
3. A lot of it is lost.

N + V_{be} + N

1. A dull club is not fun.
2. A stand is a lot of fuss.
3. A band is a lot of fun!
4. A band is no fun.
5. It is a mess.
6. But it is still a Batman comic.
7. I am the big glob of mud!
8. A hunt is fantastic fun!

N + V_{tr} + N

1. The club can sell hot dogs at a stand!
2. The club can get a tent.
3. A boss can run the club!
4. I can run the club!
5. The Superkids must get the stuff on the list.
6. Doc and Al must get a lemon.
7. Dan sells lemons at his stand.
8. I can not sell it.
9. Oswald and Lily must get a red mitten.
10. But Lily can get a mitten fast.
11. The doll can lend us the mitten.
12. Sal and Golly must get a hot dog and bun.
13. I can get a bun at Bell's.

continued

14. But I can not get a hot dog.
15. Tic, Tac, and Hot Rod must get lots of buttons.
16. I can cut buttons off a dress.
17. Hot Rod collects big buttons.
18. Hot Rod can lend us his buttons.
19. Icky and Toc must get a Batman comic.
20. Icky has no (money).
21. Toc has not (money).
22. Ettabetta and Frits must get globs of mud.
23. Get a big can.
24. I can get lots of mud.
25. The Supernoodle collects the stuff.
26. The Superkids discuss the hunt.

N + V + Prep

1. A lemon fell off the stand.
2. The mitten is on the doll's bed.
3. A Batman comic is in the big can.
4. Mud got on Ettabetta's dress.

N + V + Adv

1. A Batman comic costs a lot.

N + V_{st} + Adj

1. It got soft.
2. Get hot!

() = rebus

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
hunt(s) - present collects - " grins - " let - " sell(s) - " run(s) - " get(s) - " costs - " am/is - present irregular has - " " can sell - present modal can get - " " can run - " " can lend - " " can cut - " " must get - " " fell - past irregular got - " " ran - " " slid - " " has ended - past perfect discuss - infinitive get - "	Boss Tic club Tac fun Hot Rod dog(s) buttons stand dress lot(s) Icky fuss Toc band comic tent (money) frogs can rabbit mess hunt Ettabetta Superkids stuff Frits list glob(s) Doc mud Alf Super- lemon(s) noodle Dan Batman Oswald Lily mitten bed doll Sal Golly bun Bell's ()=rebus <u>Pronouns</u> (you) us I him it us	at of on from off in <u>Adverbs</u> not fast a lot still	dull hot no his soft red doll's Batman big lost Ettabetta's fantastic <u>Articles</u> a the	but and if <u>Interjections</u> A band! Ug! Frogs! Ruff! Ruff! No! At last!

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Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions:	let's - verb/pronoun contraction doll's - possessive contraction Bell's - " " Ettabetta's - " " dogs - plural s frogs - " " Superkids - " " lemons - " " buttons - " " globes - " "	Sal and Golly must get a <u>hot dog</u> and bun! - food Golly is a <u>hot dog</u>! - warm animal A boss can <u>run</u> the club! <u>Run</u>, Golly, run! Let's <u>get</u> a rabbit! - find Let's <u>get</u> a boss. - select I can <u>get</u> a bun at Bell's. - buy Get <u>hot</u>! - become <u>Mud</u> <u>got</u> on Ettabetta's dress. - splashed The Superkids must get the stuff <u>on</u> the list. The mitten is <u>on</u> the doll's bed.
Wh Questions:	lots - collective noun <u>Negatives</u> not no	A stand is a <u>lot of</u> fuss. - much Let's get a <u>lot of</u> frogs. - many A <u>dull</u> club is <u>not fun</u>. A <u>band</u> is <u>no fun</u>. But it is <u>still</u> a Batman comic. [At last!] <u>Multiple Usage</u> hunt - verb and noun can - verb and noun Batman - noun and adjective lot/a lot - noun and adverb frogs - noun and interjection no - adjective and interjection

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{347 \text{ words}}{63 \text{ utterances}} = 5.5$ $\frac{63 \text{ utterances}}{12 \text{ pages}} = 5.25$ words per utterance utterances per page <u>Spache Readability</u> <u>Formula</u> # words = 103 # sentences = 20 # hard words = 10 (comic, costs, mess, glob, slid, grins, collects, stuff, discuss, fantastic) Grade Level = 2.4	Graphic style - solid line, pastel animation. Illustrations are: - Clear. - Detailed. - Three dimensional. - Realistic and fantasized. - Well proportioned. - Well laid out. - Nonsexist. - Racially balanced. - Child oriented. Illustration quality is exceptionally good. Pictures are highly imaginative, distinctive in style, and supportive of verbal message.	Vocabulary and language concepts are very high level.

-1-

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 1	It <u>flits up</u> and <u>sits</u> on its nest. - verb	Let's help the robin. Let's rip up a bun. Let's gulp up the rest!	Bump! Bump! Bump!
2. N + V _{be} + Adj = 5	Hot Rod <u>trips</u> and <u>drops</u> a plum. - verb	Let's put the rest of the plums in us! Let's rest a bit.	Hip, hop, hip, hop.
3. N + V _{be} + N = 2	<u>Tlc</u> , <u>Tac</u> , and <u>Toc</u> sip the lemon pop.... - noun subject	Tlc, Tac, and Toc sip the lemon pop until not a drop is left.	
4. N + V _{tr} + N = 8	<u>Doc</u> and <u>Sal</u> get rid of the melon fast! - noun subject	Let's put a carrot on the stump for the rabbit. Let's get the picnic stuff from the bags.	
5. N + V _{intr} + N	<u>Lily</u> and <u>Icky</u> <u>sit</u> and <u>sit</u> . - noun subject, verb		
6. N + V + Prep/Adv Prep. = 5 Adv. = 4	<u>Lily</u> and <u>Icky</u> get rid of the carrots. - noun subject		
7. N + V _{st} + Adj	It is an odd picnic, but it is still fun! - sentence		
8. N + V _{st} + N			

Kernel Sentences

N + V

1. Lily and Icky sit and sit.

N + V_{be} + Adj

1. The robin is glad.
2. The bun is fantastic!
3. I am hot.
4. I am fed up.
5. The carrot is crisp!

N + V_{be} + N

1. Oswald is the Supernoodle.
2. But the picnic is a problem.

N + V_{tr} + N

1. Ettabetta and Cass spot a nest of robins.
2. The robin gets bits of the bun.
3. The bag has a rip in it.
4. Pass a can of lemon pop.
5. I can not lug the big melon up the hill.
6. The Superkids pass the pond.
7. The Superkidshave the picnic stuff on the trip up the hill.
8. I hid gumdrops at the picnic spot.

N + V + Prep

1. The picnic spot is at the top of the hill.
2. Doc and Sal get rid of the melon fast!
3. The rabbit hops past the stump.
4. Lily and Icky get rid of the carrots.
5. At last the Superkids stop at the picnic spot.

N + V + Adv

1. A rabbit hops past.
2. No pop is left.
3. No melon is left.
4. The picnic can still happen.

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Verbs — Tenses	Nouns	Pronouns	Adjectives	Conjunctions
spot - present flits - " trips - " drops - " pass - " sip - " hops - " stop - " let - " gets - " sit(s) - " am/is - present irregular has - " " get rid - " " can lug - present modal can happen - " " had - past irregular hid - " " help - infinitive rip up - " + particle gulp up - " " put - " rest - " get - "	picnic Oswald Supernoodle spot top hill Ettabetta Cass nest robin(s) bun(s) bits rest Hot Rod plum(s) bag(s) rip can pop Tic Tac Toc drop melon Doc Sal Superkids pond rabbit carrot(s) stump Lily Icky problem stuff trip gumdrops fun	us it I (you) <u>Prepositions</u> at of on in up for past from <u>Adverbs</u> up a bit not left fast past at last still	odd picnic its glad fantastic hot lemon fed up big crisp no odd <u>Articles</u> a an the	and until but <u>Interjections</u> Mmm! No buns! No carrots! No plums!

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Question Forms

Morphemes

[Idioms] and Multiple Meanings

Inversions:

robins - plural s
bits - " "
plums - " "
Superkids - " "
carrots - " "
bags - " "
buns - " "
gumdrops - " "

let's - verb/pronoun
contraction

Wh Questions:

Negatives

no
not

The picnic spot is at the top of the hill.

Let's rip up a bun
Let's gulp up the rest.
I am [fed up].
It flits up and sits on its nest.
The Superkids had the picnic stuff on the trip up the hill.
Let's put a carrot on the stump for the rabbit.

Doc and Sal get rid of the melon fast!
Let's get the picnic stuff from the bags.
The robin gets bits of the melon fast.

Let's rest [a bit].

Pass a can of lemon pop.
The Superkids pass the pond.

...until [not a drop is left].

[At last] the Superkids stop at the picnic spot.

Multiple Usage

spot - verb, noun
trip - " "
rest - " "
can - " "
drop - " "
up - verb particle, adjective, adverb
picnic - noun, adjective
bits/a bit - noun, adverb
past - preposition, adverb

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{253 \text{ words}}{42 \text{ utterances}} = 6.02$ $\frac{42 \text{ utterances}}{6 \text{ pages}} = 7$ words per utterance utterances per page	Graphic style - solid line, pastel animation. Illustrations are: - Clear. - Detailed. - Three dimensional. - Realistic and fantasized. - Well proportioned. - Well laid out. - Nonsexist. - Racially balanced. - Child oriented. Illustration quality is exceptionally good. Pictures are highly imaginative, distinctive in style, and supportive of verbal message.	Vocabulary and language concepts are very high level.
<u>Spache Readability</u> <u>Formula</u> # words = 106 # sentences = 18 # hard words = 14 (carrot, stump, past, rid, mmm, crisp, problem, stuff, trip, melon, buns, plums, gumdrops, odd) Grade Level = 2.9		

-1-

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 2	Daffodil has allock on him, but Daffodil is not a bad dragon. - sentence	But I bet the (princess) will like Daffodil the dragon.	Huff, puff.
2. N + V _{be} + Adj = 1	A dragon <u>can</u> not <u>kick</u> and <u>stomp</u> . - verb	A dragon must sit and let the (princess) pet him.	
3. N + V _{be} + N = 3	A dragon <u>can</u> not <u>huff</u> and <u>puff</u> . - verb		
4. N + V _{tr} + N = 10	Will the (king) and (queen) let a dragon in the (castle) - noun subject		
5. N + V _{intr} + N	The (king) and the (queen) get a hug from the (princess). - noun subject		
6. N + V + Prep/Adv Prep. = 2 Adv. = 1	A dragon must <u>sit</u> and <u>let</u> the (princess) pet him. - verb		
7. N + V _{st} + Adj			
8. N + V _{st} + N			
		() = rebus	

Kernel Sentences

N + V

1. A dragon can not kick and stomp.
2. A dragon can not huff and puff.

N + V_{be} + Adj

1. It is not fit for a (princess)!

N + V_{be} + N

1. A dragon is a bad pet.
2. The dragon is a fantastic pet.
3. Daffodil the dragon is the best pet in the land.

N + V_{tr} + N

1. I will help Daffodil.
2. I will put Daffodil in the pet contest.
3. The (princess) did not like the rest of the pets.
4. Will the (king) and (queen) let a dragon in the (castle)?
5. A dragon will kick the (castle) to bits!
6. I like the dragon.
7. I pick Daffodil the dragon.
8. Alvin gets a big medal.
9. The (king) and the (queen) get a hug from the (princess).
10. And the (princess) gets a dragon for a pet.

N + V + Prep

1. A dragon must not act up at the (castle).
2. Get rid of the dragon!

N + V + Adv

1. Sit still, Daffodil.

() = rebus

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
stop - present like - " pick - " bet - " sit - " get(s) - " is - present irregular has - " get rid - " can kick - present modal can stomp - " " can huff - " " can puff - " " must act up - " " can sit - " " can let - " " did like - past modal will help - future modal will put - " " will like - " " will let - " " will kick - " " pet - infinitive	Daffodil dragon Act lock contest (princess) rest pet(s) (castle) (king) (queen) bits land Alvin medal hug end () = rebus	on in of at for to from	bad pet fantastic best big	but and
	<u>Pronouns</u> him I (you) it	<u>Adverbs</u> not still	<u>Articles</u> a the	<u>Interjections</u> Quick! No! Stop!

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Question Forms	Morphemes	<u>[Idioms]</u> and <u>Multiple Meanings</u>
Inversions: Will the (king) and (queen) let a dragon in the (castle)?	pets - plural s bits - " "	Daffodil has a lock <u>on</u> him, but Daffodil is not a <u>bad</u> dragon. I will put Daffodil <u>in</u> the pet contest. Will the (king) and (queen) let a dragon <u>in</u> the (castle)? Daffodil the dragon is the best pet <u>in</u> the <u>land</u>. A dragon must not <u>act up</u> at the (castle). A dragon <u>can</u> not kick and stomp. <u>Multiple Usage</u> act - verb and noun pet - verb, noun, and adjective
<u>Wh</u> Questions:	<u>Negatives</u>	() = rebus

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Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{174 \text{ words}}{25 \text{ utterances}} = 7 \frac{\text{words}}{\text{utterance}}$	Graphic style - solid line, pastel animation.	High level vocabulary.
$\frac{25 \text{ utterances}}{4 \text{ pages}} = 6.25 \frac{\text{utterances}}{\text{page}}$	Illustrations are: - Clear. - Detailed. - Three dimensional. - Realistic and fantasized. - Well proportioned. - Well laid out. - Nonsexist. - Racially balanced. - Child oriented.	Idioms and multiple meanings.
<u>Spache Readability Formula</u>	Illustration quality is exceptionally good. Pictures are highly imaginative, distinctive in style, and supportive of verbal message.	Appositives.
# words = 103 # sentences = 16 # hard words = 7 (dragon, huff, puff, rld, fantastic, medal, hug)		Tongue-twisters.
Grade Level = 2.3		Rhyming verse.
164		165

The Superkids' Club
 Addison-Wesley Publishing Company
 1979 Edition
 Primer Level
 Book 5: XYZ
 Pages 22-25 (1 story)

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 Teacher/Developer
 1979-1980

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Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V 2. N + V_{be} + Adj = 4 3. N + V_{be} + N = 15 4. N + V_{tr} + N = 4 5. N + V_{intr} + N 6. N + V + Prep/Adv Prep. = 4 7. N + V_{st} + Adj 8. N + V_{st} + N		It was fun to fix it up. The kids had to pick an elf. The kids had to pick a boss. The Superkids had six boxes to fix up. The Superkids had ten boxes to fix up.	
166			167

-2-

Kernel Sentences

N + V_{be} + Adj

1. The bus was fast.
2. It was big.
3. It was difficult.
4. The Planet Wump was the best.

N + V_{be} + N

1. The bus was a mess.
2. The elf was the Supernoodle.
3. The boss was the Supernoodle.
4. The snack was gumdrops.
5. The picnic was fun.
6. The snack was pretzels.
7. Golly's gift was a red hat.
8. Golly's gift was a red vest.
9. The rabbit was the best pet for the (princess).
10. Golly was a rabbit.
11. The dragon was the best pet for the (princess).
12. Golly was a dragon.
13. Tic was a jack-in-the-box.
14. Cass was a jack-in-the-box.

N + V_{tr} + N

1. The pets had gifts for the Superkids.
2. The Superkids had gifts for the pets.
3. Lily led the Wigwogs to the planets.
4. Lily led the Wigwogs to the dentist.

N + V + Prep

1. It went like a jet.
2. The Superkids went in a tent.
3. The Superkids went on a hunt.
4. The kids went in a jet.

()=rebus

Nouns

Pronouns

Adjectives

Conjunctions

to pick - "

()=rebus

like
in
on
for
to

not

a
an
the

Interjections

-4-

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions:	kids - plural <u>s</u> Super kids - " gumdrops - " pretzels - " pets - " gifts - " Wigwogs - " planets - " boxes - " Golly's - possessive contraction	It was fun to <u>fix it up</u> . The kids <u>had to pick</u> an elf. The pets <u>had gifts</u> for the Superkids. The Superkids <u>went in</u> a tent. The kids <u>went in</u> a jet. The Superkids <u>went on</u> a hunt.
	<u>Negatives</u> not	

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{188 \text{ words}}{32 \text{ sentences}} = 5.88$ words per sentence $\frac{32 \text{ sentences}}{4 \text{ pages}} = 8$ sentences per page <u>Spache Readability</u> <u>Formula</u> # words = 100 # sentences = 19 # hard words = 15 (album, mess, kids, elf, boss, difficult, snack, gumdrops, pretzels, gifts, vest, planets, dentist, dragon, jack-in-the- box) Grade Level = 2.8	Graphic style - solid line, pastel animation. Illustrations are: - Clear. - Detailed. - Three dimensional. - Realistic and fantasized. - Well proportioned. - Well laid out. - Nonsexist. - Racially balanced. - Child oriented. Illustration quality is exceptionally good. Pictures are highly imaginative, distinctive in style, and supportive of verbal message.	Vocabulary and language concepts are very high level. Stories are long.

Rides and Races
 Pathfinder
 Allyn & Bacon Reading Program
 1978 Edition
 Level 6
 Pages 21-24, 35-40, 47-52, 62-67 (4 stories)

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 Susan Shandelmier
 Teacher/Developer
 1979-1980

-1-

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 2	<u>Sad Sal</u> and <u>Matt</u> sat on Big Ann. - noun subject	I will make Nate hate cake.	
2. N + V _{be} + Adj = 9	<u>Nat</u> and <u>Nan</u> sat on Big Ann. - noun subject		
3. N + V _{be} + N = 8	Nate is mad at <u>Hal</u> and <u>Big Ann</u> . - object of preposition		
4. N + V _{tr} + N = 17			
5. N + V _{intr} + N			
6. N + V + Prep/Adv Prep = 24			
7. N + V _{st} + Adj			
8. N + V _{st} + N			
176			177 117

Kernel Sentences

N + V

1. Sal sat.
2. Ann sat.

N + V_{be} + Adj

1. And I am sad.
2. And I am big.
3. Sad Sal was mad.
4. Was Big Ann sad?
5. Was Big Ann mad?
6. The hat is big.
7. Nate is mad at Hal and Big Ann.
8. Big Ann is mad at Nate.
9. Nate is mad.

N + V_{be} + N

1. I am Sal.
2. I am Ann.
3. The big man is Hal.
4. The cat is Nat.
5. The rat is Nan.
6. It is a big mat.
7. Big Ann is a big (elephant).
8. Nate is a (monkey).

N + V_{tr} + N

1. Big Ann has a hat.
2. Hal has a hat.
3. Matt has a hat.
4. Nat the cat has a hat.
5. Nan the rat has a hat.
6. And she has a (balloon).
7. Hal has a mat.
8. "I hate Big Ann."
9. I will make Big Ann mad.
10. "I will take the mat!"
11. Nate has a cake.
12. "I hate Nate."
13. Nate has the big mat.
14. "I will make Nate mad."
15. "He will not take the mat."
16. Big Ann has the mat.
17. Nate has the cake.

N + V + Prep

1. Sad Sal sat on a big mat.
2. Big Ann sat on Sad Sal!
3. She ran after Big Ann.
4. She sat on Big Ann.
5. Matt ran after Sad Sal.
6. He sat on Sad Sal.
7. Nat ran after Matt.
8. Nat sat on Matt.
9. Nan ran after Nat.
10. She sat on Nat.
11. She sat on a big mat.
12. Sad Sal and Matt sat on Big Ann.
13. Nat and Nan sat on Big Ann.
14. A big man is in the hat!
15. Matt is in the hat!
16. A cat is in the hat!
17. A rat is in the hat!
18. Nan the rat is in the hat.
19. It is for Big Ann.
20. The mat is for Big Ann.
21. It is not for Nate.
22. Big Ann is on the mat.
23. Nate is in the (cage).
24. Nate is on the mat.

()=rebus

Verbs -- Tenses	Nouns	Prepositions	Adjectives	Conjunctions
hate - present am/is -- present irregular has - " " sat - past irregular was - " " ran - " " will make - future will take - " hate - infinitive	Sal Ann mat Big Ann Sad Sal Matt Nat Nan hat man Hal cat rat (balloon) elephant) Nate (monkey) (cage) cake ()=rebus	on after in for at	sad big mad	and
	<u>Pronouns</u> I she he it	<u>Adverbs</u> not	<u>Articles</u> a the	<u>Interjections</u> 181 611

Question Forms

Morphemes

[Idioms] and Multiple Meanings

Inversions:

Was Big Ann sad?
Was Big Ann mad?

Matt ran after Sad Sal.

Nate is mad at Hal and Big Ann.

I will make Big Ann mad.

Wh Questions:

Negatives

not

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{178 \text{ words}}{37 \text{ sentences}} = 4.81$ words per sentence $\frac{37 \text{ sentences}}{16 \text{ pages}} = 2.41$ sentences per page <u>Spache Readability Formula</u> # words = 100 # sentences = 18 # hard words = 3 (rat, mat, hat) Grade Level = 1.4 184	Graphic style - solid line, color animation. Illustrations are: - Clear. - Simple. - Mostly two dimensional. - Child oriented. - Humorous. - Nonsexist. - More fantasized than realistic. - Not realistically proportioned, but this does not detract from the book's effectiveness. - Supportive of language content. Story concepts could be made clearer by altering the layouts. When two illustrations appear on one page, it is sometimes difficult to tell which sentences go with which picture or who is speaking. Overall effect is very appealing.	185₁₂₁

Kernel Sentences

Compounds

Sentence Fragments

1. N + V = 1

Sandy jumped up and went after the rabbit. - verb

The rabbit ran away and hid. - verb

2. N + V_{be} + Adj = 4

Bing and Sandy ran up and down the hill. - noun subject and preposition

Bing and Sandy ran to the pond. - noun subject

Bing and Sandy sat in the morning sun. - noun subject

3. N + V_{be} + N

Kevin ran up and met the kids. - verb

Kevin and the kids sat on the grass. - noun subject

Kevin jumped up, and Sandy went down. - sentence

The kids jumped up and ran after Sandy. - verb

4. N + V_{tr} + N = 2

Kevin sat still, and the bug ran away. - sentence

Kevin jumped up and ran away. - verb and adverb

Kevin ran away and hid. - verb

5. N + V_{intr} + N

Bill and Kevin ran. - noun subject

Bill and Kevin ran up the hill. - noun subject

The big shadows ran after Bill and Kevin. - object of preposition

6. N + V + Prep/Adv

Prep = 25

Bill and Kevin ran down the hill. - noun subject

Adv = 1

Kevin ran and Kevin's shadow ran. - sentence

Bill jumped and Bill's shadow jumped. - sentence

7. N + V_{st} + Adj

Bill and Kevin went hop, hop, hop. - noun subject

8. N + V_{st} + N

Kernel Sentences

N + V

1. Bill and Kevin ran.

N + V_{be} + Adj

1. The rabbit was lost in the grass.
2. Kevin was still.
3. Then Kevin was not still.
4. Kevin's shadow was still.

N + V_{tr} + N

1. Kevin had a big shadow.
2. Bill had a big shadow.

N + V + Prep

1. Bing was in the morning sun.
2. Sandy was in the morning sun.
3. Bing and Sandy sat in the grass.
4. A little rabbit jumped in the grass.
5. Bing ran to Sandy.
6. Bing and Sandy ran up and down the hill.
7. Bing and Sandy ran to the pond.
8. Bing and Sandy sat in the morning sun.
9. Kevin was in the sun.
10. Kevin jumped in the morning sun.
11. Kevin and the kids sat on the grass.
12. Then Sandy ran to Kevin.
13. Then Sandy sat on Kevin.
14. Kevin hid in the grass.

N + V + Prep (continued)

15. A bug jumped on Kevin.
16. The grasshopper jumped on Kevin.
17. A big bee was in the grass.
18. The big bee went after Kevin.
19. The big shadows ran in the morning sun.
20. Bill and Kevin ran up the hill.
21. The big shadows ran after Bill and Kevin.
22. Bill and Kevin ran down the hill.
23. The kids ran down the hill after the shadows.
24. Bill ran to Kevin's shadow.
25. Bill jumped on Kevin's shadow.

N + V + Adv

1. Kevin went hop, hop, hop.
2. The kids went hop, hop, hop in the sun.
3. Then Sandy ran away.
4. Did Kevin jump up?
5. A grasshopper went hop, hop, hop.
6. Kevin did not jump up.
7. Kevin sat still.
8. Then the grasshopper went away.
9. Bill and Kevin went hop, hop, hop.
10. The big shadows went hop, hop, hop.
11. Then Kevin ran away.
12. And Kevin's shadow ran away.

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Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
jumped - past was - past irregular sat - " " went - " " ran - " " hid - " " had - " " was lost - past modal did jump - " "	sun Bing Sandy grass rabbit hill pond Kevin kids bug grasshopper bee shadow(s) Bill	in after to up down on	still lost morning little big Kevin's Bill's	and
	<u>Pronouns</u>	<u>Adverbs</u>	<u>Articles</u>	<u>Interjections</u>
		up away hop down then still	a the	

-4-

Question Forms	Morphemes	<u>Idioms</u> and <u>Multiple Meanings</u>
<u>Inversions:</u> Did Kevin jump up?	shadows - plural <u>s</u> kids - " Kevin's - possessive contraction Bill's - " "	Bing was <u>in</u> the morning sun. (outside) Bing and Sandy sat <u>in</u> the grass. (on top of) Kevin and the kids sat <u>on</u> the grass. A little rabbit <u>jumped in</u> the grass. (hopped across) Kevin <u>jumped in</u> the grass. (hopped up and down in one place) A little bug <u>jumped on</u> Kevin. (leaped onto) Sandy <u>jumped up</u> (got up quickly) and <u>went after</u> (chased) the rabbit. Kevin <u>went</u> hop, hop, hop. (did) Kevin <u>jumped</u> up, and Sandy <u>went</u> down. (fell) The kids <u>jumped up</u> and <u>ran after</u> Sandy. (followed) The rabbit <u>ran away</u> (left) and <u>hid</u> (hid himself). Bing and Sandy <u>ran up</u> and <u>down</u> the hill. Kevin <u>ran up</u> (ran to) and <u>met</u> the kids. The rabbit was <u>lost</u> in the grass. (could not be found) Kevin <u>had</u> a big shadow.
<u>Wh</u> Questions:	<u>Negatives</u> not	<u>Multiple Usage</u> still - adjective and adverb up - preposition and adverb down - preposition and adverb

Word Complexity	Illustrations	Difficult Structures/Problem Areas
4.1 utterances per page	Graphic style - water colors with some solid brown outlines.	Idiomatic language; multiple meaning words and phrases; multiple usage words
5.7 words per utterance	Illustrations are: Blurred rather than clear. Simple. Realistic. More two dimensional than three dimensional.	Past irregular tense
<u>Spache Readability</u> <u>Formula</u>	Proportion is fair.	Sentences carried over to second line - 'The kids went hop, hop, in the sun.'
# words = 102	Layouts are adequate but leave large amounts of unutilized space.	Personification - 'The big shadows ran in the morning sun.'
# sentences = 20	Illustrations do not provide adequate clues to reinforce printed words.	'Then Sandy ran up.' - Sentence begins with conjunction and ends with adverb.
# hard words = 2 (shadow, kids)		Possessives - Kevin's, Bill's
Grade Level = 1.7		Illustration quality
194		195

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 1	Good morning, <u>Sandy and Bing</u> .		Good morning, sun.
2. N + V _{be} + Adj = 3	Good morning, <u>Bing and Sandy</u> .		Good morning, Sandy.
3. N + V _{be} + N	<u>Bing and Sandy</u> ran. - noun subject		Good morning, Bing.
4. N + V _{tr} + N = 1	<u>Bing and Sandy</u> ran in the sun. - noun subject		Good morning, Sandy and Bing.
5. N + V _{intr} + N			Good morning, Bing and Sandy.
6. N + V + Prep/Adv Prep = 7 Adv = 3			Good morning, rabbit.
7. N + V _{st} + Adj			
8. N + V _{st} + N			
196			197
			127

Kernel Sentences

N + V

1. Bing and Sandy ran.

N + V_{be} + Adj

1. Sandy was up.
2. Bing was up.
3. The rabbit was up.

N + V_{tr} + N

1. Sandy met the rabbit.

N + V + Prep

1. Bing was in the sun.
2. Sandy was in the sun.
3. Bing ran after Sandy.
4. Sandy ran after Bing.
5. Bing and Sandy ran in the sun.
6. The rabbit was in the sun.
7. Sandy ran after the rabbit.

N + V + Adv

1. The sun was up.
2. The rabbit ran away.
3. Sandy ran away.

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
has - past irregular ran - " " met - " "	sun Sandy Bing rabbit morning	in after		and
	<u>Pronouns</u>	<u>Adverbs</u> up away	<u>Articles</u> the	<u>Interjections</u>
200				201 129

Question Forms

Morphemes

[Idioms] and Multiple Meanings

Inversions:

The sun was up.
Sandy was up. - (awake)
Was Sandy lost up the hill?*

Bing was in the sun.
Sandy ran away in the grass.*
Bing ran after Sandy.

Sandy met the rabbit.

[Good morning], sun.

*Not taken from first four stories.

Wh Questions:

Negatives

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{22 \text{ utterances}}{12 \text{ pages}} = 1.83$ utterances per page	Graphic style - muted water color etchings. Illustrations are: - Fuzzy rather than clear. - Simple. - Child oriented. - Realistic and fantasized. - Three dimensional. - Poorly proportioned.	Large percentage of sentence fragments. Multiple meanings. Past irregular tense. Past tense with pictures indicating present action. Conversation without quotation marks.
$\frac{90 \text{ words}}{22 \text{ utterances}} = 4.08$ words per utterance	Layouts are adequate but leave large amounts of unutilized white space. Numerous two-page picture spreads exist.	
<u>Spache Readability</u> <u>Formula</u>	Illustrations do not provide adequate clues to reinforce printed text. Illustrations do reinforce conceptual theme.	
# words = 103 # utterances = 25 # hard words = 0		
Grade Level = 1.2 (interpolated)		

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 5	The friends <u>ran and ran</u> in the morning sun. -- verb	Jack said, "Good morning, Kim."* "Good morning, Jack," said Kim.* "Jack," said Kim.* And Jack said, "Junk!"* Kim said, "A wagon."* Kim went to fix the wagon. Jack went to help. And Kim's friends went to help. Ted said, "I can fix the wagon." Fay said, "I can help." Jack said, "Fay is little." Kim said, "Fay is not little." "Fay can help fix the wagon." The friends sat down to help. Kim said, "Good."* Jack went to fix the box. The box said	"A good wagon." "Junk lost in the grass."
2. N + V _{be} + Adj	The cat <u>sat and sat</u> . -- verb		
3. N + V _{be} + N = 3	Ted went to get <u>Kim and the wagon</u> . -- noun object		
4. N + V _{tr} + N = ;	Ted went up and up. -- adverb		
5. N + V _{intr} + N			
6. N + V + Prep/Adv Prep = 12 Adv. = 10			
7. N + V _{st} + Adj		<u>The Fix-it Wagon</u> <u>The Fix-it Friends</u> "Jump down, cat," said Ted. Ted said, "Jack, the cat is up." Jack said, "Get the fix-it wagon." Ted went to get Kim and the wagon. Kim said, "Get up in the wagon." Ted said, "I can get the cat." Ted said, "Hop down."	
8. N + V _{st} + N			
		* Fragments	

Kernel Sentences

N + V

1. I can!
2. "Can Fay help?"
3. The cat sat and sat.
4. The cat jumped.
5. The fix-it wagon can help.

N + V_{be} + N

1. Jack was Kim's friend.
2. And Kim was Jack's friend.
3. "It is a good, good wagon."

N + V_{tr} + N

1. And Ted got the cat!

N + V + Prep

1. Kim sat in the sun.
2. Kim ran up to the hill.
3. Jack ran after Kim.
4. The friends ran and ran in the morning sun.
5. A wagon was in the grass.
6. Jack went to the wagon.
7. Kim got in the wagon.
8. A box was in the wagon.
9. Ted ran up to the cat.
10. Jack went up to Ted.
11. Kim and Ted ran to the cat.
12. The cat ran to Ted.

N + V + Adv

1. Jack ran up.
2. Jack sat down.
3. Kim got up.
4. Jack got up.
5. Ted sat down in the grass.
6. "It can not get down."
7. Ted jumped up.
8. But the little cat jumped away.
9. Ted went up and up.
10. "Hop down, little lost cat."

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
jump - present hop - " get - " is - present irregular can - " " Can fix - present modal can help - " " can get - " " jumped - past was - past irregular sat - " " ran - " " said - " " got - " " went - " " to fix/(to) fix - infinitive to help - " to get - "	friend(s) Kim sun Jack morning hill grass wagon junk Ted Fay box cat	in up to after to up in	Kim's Jack's morning good little Fix - it lost	and but
	<u>Pronouns</u>	<u>Adverbs</u>	<u>Articles</u>	<u>Interjections</u>
	I it (you)	up down not away	a the	"A wagon!"

Question Forms	Morphemes	[Idioms] and Multiple Meanings
<u>Inversions:</u> Kim said, "Can I fix the wagon?" "Can Fay help?"	Kim's — possessive contraction Jack's — " friends — plural <u>s</u>	Jack <u>ran</u> up. Jack <u>ran after</u> Kim. Jack went <u>up</u> to Ted. Jack, the <u>cat</u> <u>is</u> <u>up</u>. Kim <u>got</u> up. It can not <u>get</u> down. Get the fix-it wagon. Kim <u>got in</u> the wagon. <u>Get up in</u> the wagon. A wagon was <u>in</u> the grass. A box was <u>in</u> the wagon. Kim <u>sat in</u> the sun. Ted <u>sat in</u> the grass. Jack <u>sat down</u>.
<u>Wh</u> Questions:	<u>Negatives</u>	<u>Hop down</u>, little lost cat. Jack said, "Fay <u>is little</u>." Junk <u>lost</u> in the grass. Jack said, "[Good morning Kim]." Kim said, "<u>Good</u>." "It is a <u>good</u>, good wagon. <u>Multiple Usage</u> morning — noun and adjective up — adverb and preposition to — infinitive and preposition

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{308 \text{ words}}{62 \text{ utterances}} = 4.97$ words per utterance	Graphic style - solid line color textured drawings. Illustrations are: - Clear. - Detailed. - Realistic. - Three dimensional. - Well proportioned. - Well laid out, although a number of two page spreads exist. - Sexually balanced. - Racially mixed. - Bright, appealing, and very effective. - Supportive of printed text.	Complex sentences utilize infinitives and direct discourse. The latter contains two tenses per sentence, extensive punctuation and capitalization, and several types of word order - Kim said, " , " and " , " said Kim. Multiple meaning verbs, adverbs, and prepositions.
$\frac{62 \text{ utterances}}{16 \text{ pages}} = 3.75$ utterances per page		
<u>Spache Readability</u> <u>Formula</u> # words - 104 # utterances = 21 # hard words = 3 (junk, fix, Kim's)		
Grade Level = 1.8		

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V	A big bee went <u>up and up</u> in the afternoon sun. - adverb	"Good afternoon, rabbit," said Mr. Fig.*	
2. N + V _{be} + Adj	The bee <u>went on and was</u> lost in the shadows. - verb	Then Mr. Fig said, "I need a magic hat for the rabbit."	
3. N + V _{be} + N = 13	The bee <u>looked down but did not see</u> the little house. - verb	Mr. Fig said, "Good!"* "Good afternoon," said Mr. Fig.*	
4. N + V _{tr} + N = 9	Mr. Fig had a hat, and the hat was magic. - sentence	After Mr. Fig went away, the little mouse jumped up.	
5. N + V _{intr} + N = 7	Mr. Fig <u>went to the box and got</u> the magic hat. - verb	He was so happy that he did a jig for Mr. Fig.	
6. N + V + Prep/Adv Prep = 10 Adv = 6	He <u>came down</u> to the little house <u>and ran in</u> . - verb and adverb	"That jig is funny," said Mr. Fig.	
7. N + V _{st} + Adj		* Contain fragments	
8. N + V _{st} + N = 2	He <u>ran</u> to the hat box <u>and hid</u> . - verb		
	He did not see the mouse, and so he went away. - sentence		
	Then he was not hungry, and he did not need lunch. - sentence		
	So the mouse sat down with <u>Mr. Fig and the rabbit</u> . - object of preposition		

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Kernel Sentences

N + V_{be} + Adj

1. Morning was over.
2. Mr. Fig was very little.
3. Little Mr. Fig was happy in the little house.
4. Mr. Fig was magic.
5. Mr. Fig was happy.
6. A little rabbit was lost.
7. Then the rabbit was happy.
8. Mr. Fig was very happy.
9. The rabbit was very happy with Mr. Fig.
10. The mouse was not lost.
11. The mouse was hungry.
12. The mouse was happy with the hat.
13. The rabbit was still lost.

N + V_{be} + N

1. It was a very, very little house.
2. The house in the shadows was Mr. Fig's house.
3. The little house in the shadows was a magic house.
4. It was a good hat for little Mr. Fig.
5. It was a good hat for happy magic.
6. It was a funny little hat.
7. It was a magic rabbit hat.
8. He was not a lost rabbit.
9. It was a little magic hat.

N + V_{tr} + N

1. He had on the funny magic hat.
2. The little rabbit met Mr. Fig.
3. He got a hat for the rabbit.
4. I need a funny rabbit in the funny little house.
5. The little mouse met Mr. Fig.
6. The mouse had on a funny hat.
7. I need that funny mouse in the funny little house.

N + V + Prep

1. The afternoon sun was on the grass.
2. In the shadows was a house.
3. The big bee went over the house.
4. Mr. Fig's hat was in a magic hat box.
5. He sat in the sun.
6. He came to the little house.
7. Mr. Fig went to the hat box.
8. The rabbit sat with Mr. Fig.
9. A little mouse ran in the grass.
10. He looked for the mouse.

N + V + Adv

1. A big bee went up and up in the afternoon sun.
2. Mr. Fig sat down in the funny little house.
3. He came hop, hop.
4. The rabbit sat very still.
5. The little mouse ran fast.
6. So the mouse sat down with Mr. Fig and the rabbit.

N + V_{st} + Adj

1. The rabbit looked very funny in the little magic hat.
2. The mouse looked very funny with the magic hat.

Question Forms	Morphemes	<u>[Idioms]</u> and <u>Multiple Meanings</u>
Inversions:	shadows - plural <u>s</u> Fig's - possessive contraction	["Good afternoon"], rabbit," said Mr. Fig. <u>Little</u> Mr. Fig was happy in the <u>little</u> house. The rabbit <u>looked</u> very funny. He <u>looked</u> for the mouse. ...the little mouse <u>jumped up</u>. He was so happy, he <u>jumped up</u> on Mr. Fig. The rabbit sat very <u>still</u>. The rabbit was <u>still</u> <u>lost</u>. Morning was <u>over</u>. The big bee went <u>over</u> the house.
Wh Questions:	<u>Negatives</u> not	The bee looked <u>down</u> but.... He came <u>down</u> to the little house and <u>ran in</u>. A little mouse <u>ran in</u> the grass. Mr. Fig's hat was <u>in</u> a magic hat box. The rabbit looked very funny <u>in</u> the little magic hat. A big bee went up and up <u>in</u> the afternoon sun. The afternoon sun was <u>on</u> the grass. He had <u>on</u> the funny magic hat. The bee went on and was <u>lost</u> in the shadows. A little rabbit was <u>lost</u>. <u>Multiple Usage</u> afternoon - noun and adjective hat - noun and adjective rabbit - noun and adjective magic - noun and adjective over - preposition and adverb on - preposition and adverb in - preposition and adverb that - adjective and conjunction

Word Complexity	Illustrations	Difficult Structures/Problem Areas
65 utterances = 3.25 20 pages utterances per page 567 words 65 utterances = 7.18 words per utterance Spache Readability Formula # words = 105 # utterances = 16 # unfamiliar words = 3 (shadows, magic, jig) Grade Level = 1.9	Graphic style - hatched and cross hatched drawings in muted water color tones. Illustrations are: Fuzzy rather than sharp. Simple. Fantasized. Child oriented. Three dimensional. Proportion is good between characters and objects in any one picture, but body parts are somewhat distorted. Layouts are simple and adequate. Illustrations do not depict focal points of printed text and as such do not support text. Illustrations support "magic" component of theme but not "afternoon" component.	Multiple meanings and multiple usage. Irregular past tenses. 'In the shadows was a house.' - unusual word order; preposition comes first. He was so happy, he jumped up on Mr. Fig. - conjunction omitted. 'Mr. Fig was <u>magic</u>.' '... and the hat was <u>magic</u>.' Illustration quality. Illustration/text relationship.

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 2	Mr. Fig said, "We will <u>go</u> <u>and get</u> Mouse." — verb	"You need to find Mouse," said Turtle. Mr. Fig said, "Get the magic box, Rabbit." "It will help find Mouse." Rabbit went to get the magic box. "Mouse is not at the pond," said Mr. Fig. "Mouse is not at the park," said Turtle. Mr. Fig said, "Look at the magic box!" Turtle said, "Mouse is on the hill!" Mouse said, "I need help!" He said, "Help me, help me, Mr. Fig!" Mr. Fig said, "We will go and get Mouse." "Look at the magic box!" said Rabbit. "Help," said Mouse. "We will help," said Mr. Fig. They went fast to help Mouse.	
2. N + V _{be} + Adj = 5	Mr. Fig, Turtle, and Rabbit went up. — noun subject		
3. N + V _{be} + N = 5			
4. N + V _{tr} + N = 16			
5. N + V _{intr} + N			
6. N + V + Prep/Adv Prep. = 11 Adv. = 4			
7. N + V _{st} + Adj			
8. N + V _{st} + N			

Kernel Sentences

N + V

1. Mr. Fig looked.
2. "Help, Mr. Fig!"

N + V_{be} + Adj

1. Mr. Fig was very little.
2. The hat was magic.
3. But Mouse was lost.
4. Mouse was lost on the hill.
5. He was not happy.

N + V_{be} + N

1. It was a very little house.
2. The house in the grass was Mr. Fig's house.
3. It was happy magic.
4. At Mr. Fig's house, it was a magic afternoon.
5. It was a little cat.

N + V_{tr} + N

1. But it did not see the house.
2. He had a little house.
3. He had a little chair.
4. And Mr. Fig had magic.
5. He had on a big hat.
6. Mr. Fig did magic.
7. Mr. Fig did happy magic in the afternoon sun.
8. Mr. Fig had little friends.
9. He had Turtle.
10. He had Rabbit.

N + V_{tr} + N (continued)

11. And he had Mouse.
12. Mr. Fig put it on.
13. Can the magic box find Mouse?
14. "Find me, find me, Mr. Fig."
15. He got the magic hat.
16. He put on the magic hat.

N + V + Prep

1. The afternoon sun was on the grass.
2. A bee was in the afternoon sun.
3. It went over a little house.
4. The house was in the grass.
5. Mr. Fig was in the house.
6. Mr. Fig sat in the afternoon sun.
7. "A cat is on the hill."
8. Cat was after Mouse!
9. They went over the house.
10. They went over the park.
11. They went over the hill.

N + V + Adv

1. Morning was over.
2. The big bee went on.
3. The bee looked down.
4. Mr. Fig, Turtle, and Rabbit went up.

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
need — present look — " help — " get — " find — " is — present irregular can find — present modal looked — past was — past irregular went — " " had — " " sat — " " did — " " said — " " put — " " got — " " had on — " " + particle did see — past modal will help — future will go — " will get — " to find/find — infinitive to get — " to help — "	house grass morning sun bee Mr. Fig chair hat magic afternoon Mouse friends Turtle Rabbit box pond park hill help cat	in on over at after	little afternoon big Mr. Fig's magic happy lost bad	but and
	<u>Pronouns</u> it he you/(you) I me we they	<u>Adverbs</u> over on very down not up fast	<u>Articles</u> a the	<u>Interjections</u>

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: Can the magic box find Mouse?	Mr. Fig's — possessive contraction friends — plural <u>s</u>	Morning was <u>over</u>. It went <u>over</u> a little house. The afternoon sun was <u>on</u> the grass. Mouse was lost <u>on</u> the <u>hill</u>. The big bee went <u>on</u>. He <u>had on</u> a big hat. He <u>had</u> a little chair. And Mr. Fig <u>had</u> magic. A Bee was <u>in</u> the afternoon sun. The house was <u>in</u> the grass. Mr. Fig was <u>in</u> the house. He was not <u>happy</u>. It was <u>happy magic</u>. At Mr. Fig's house, it was a <u>magic afternoon</u>. Mr. Fig <u>put</u> it on. — turned it on He <u>put on</u> the magic hat. And the cat <u>was after</u> Mouse! <u>Multiple Usage</u> help — verb and noun on — verb particle, preposition, and adverb magic — noun and adjective afternoon — noun and adjective over — preposition and adverb
Wh Questions:	<u>Negatives</u> not	

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Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{339 \text{ words}}{59 \text{ sentences}} = 5.75$ words per sentence	Graphic Style - solid line color drawings. Cover is three dimensional felt scene. Illustrations are: - Clear. - Simple. - Two and three dimensional. - Fantasized. - Child oriented. - Well proportioned within the fantasized context. - Well laid out.	Abstract, multiple meaning vocabulary is not always clarified by illustrations and may be very difficult to comprehend.
$\frac{59 \text{ sentences}}{13 \text{ pages}} = 4.55$ sentences per page	Illustrations could be more supportive of language content. Persons and objects referred to, and persons speaking are not always present. Some cross-referencing to the adjoining page is required.	
<u>Spache Readability</u> <u>Formula</u>		
Grade Level = 1.9		

Kernel Sentences

Compounds

Complex Sentences

Sentence Fragments

1. N + V = 2

Stan and Jack played. —
noun subject

2. N + V_{be} + Adj = 1

They saw the bug light up
and then get dark. — verbal

3. N + V_{be} + N = 7

Owl eyes look big and bright
at night. — adjective

4. N + V_{tr} + N = 10

You are a little like the
mouse, owl, and cat. —
object of preposition

5. N + V_{intr} + N

Pam and Ted played in the
dark. — noun subject

6. N + V + Prep/Adv
Prep. = 35
Adv. = 22

Pam and Ted sat down in the
chairs. — noun subject

7. N + V_{st} + Adj = 6

Ted looked up and down. —
adverb

8. N + V_{st} + N = 1

Ted said, "Please, can Pam
and I sleep out here?" —
noun/pronoun subject

Ted and Pam saw Mother. —
noun subject

"Look!" said Jack.

"They are lightning bugs," said Stan.

"I'll get a bug," said Jack.

"I have it!" said Jack.

But Stan said, "I'll get a jar."

"Then we can see the lightning bug light up."

He ran to get the jar.

He said, "Look at it light up, Stan."

They saw the bug light up and then get dark.

Then Jack said, "We have to go in."

Stan said, "Look at the lightning bug, Jack."

Ted said, "Please, can Pam and I sleep out here?"

Mother said, "Yes, you can."

"We will have fun out here," said Pam.

He said, "It is very still out here, Pam."

"Yes, it is," said Pam.

"It is very dark out here," said Ted.

Pam said, "Yes."*

Ted said, "It is very wet out here!"

Pam said, "Please, can we sleep in the house,

Mother?"

Ted said, "The house is not so still."

Pan said, "And the house is not so wet!"

And Fay says, "That was a good party, Pam."

"Yes, it was," says Pam.

* Fragment

Kernel Sentences

N + V

1. Stan and Jack played.
2. But the cat can see.

N + V_{be} + Adj

1. The sky is gray.

N + V_{be} + N

1. It is a little star in the dark.
2. It is night.
3. But it is night.
4. Is that a surprise to you?
5. It was lightning!
6. "And that is not fun."
7. "But it is fun."

N + V_{tr} + N

1. But he lost it in the dark.
2. "I have it!"
3. "Get a box for it, Stan."
4. Jack put the bug into the jar.
5. The owl can see the hill.
6. The owl can see the cat in the grass.
7. The mouse can see the cat.
8. And it can see the owl.
9. Then they saw a bright light.
10. Ted and Pam saw Mother.

N + V + Prep

1. They played in the grass.
2. "Look at the funny little lights in the grass."
3. Stan ran after a lightning bug.
4. Jack ran after a lightning bug.
5. A cat is on the hill.
6. Cats can not see in the dark.
7. But they can see in very little light.
8. Cats can see in the light from the stars.
9. Look at a cat's eyes at night.
10. Then look at the eyes in bright light.
11. Owls are like cats.
12. They can not see in the dark.
13. But they can see in little light.
14. It can see in very little light.
15. The mouse did not go into the bright morning light.
16. It did not go into the bright afternoon light.
17. You can not see in the dark.
18. Pam and Ted played in the dark.
19. They they ran up to Mother.
20. It was in the sky.
21. They ran into the house.
22. The moonlight is on the park.
23. A cat is in the park.
24. It runs into the night.
25. The moonlight is on a hill.
26. They come to the hill.
27. The mouse runs into the dark grass.
28. They go by the mouse.
29. The moonlight is on a pond.
30. Ducks are in the pond.
31. Slowly, they go by the pond.
32. The moonlight is on a house.
33. They come to the house.
34. They look at the house.
35. Slowly, slowly, they go into the house.

Kernel Sentences

N + V + Adv

1. "Then they get dark."
2. "Go away, lightning bug."
3. The lightning bug went up from the jar.
4. It went up into the sky.
5. You are a little like the mouse, owl, and cat.
6. But you can see a little in the light from the stars.
7. Pa and Ted sat down in the chairs.
8. Ted looked up and down.
9. Ted looked up.
10. Then they got wet.
11. They jumped up.
12. "And the house is not so dark."
13. Slowly, they go by.
14. The cat looks up.
15. The cat jumps away.
16. Slowly, slowly, they go by.
17. Slowly, slowly, they go uphill.
18. A mouse looks up in surprise.
19. Slowly, they go downhill.
20. The ducks go up into the sky.
21. The ducks get away fast!
22. Then they go in.

N + V_{st} + Adj

1. Owl eyes look bright and big at night.
2. This mouse's eyes look very big.
3. In the night, the mouse's eyes look big.
4. The owl's eyes look big.
5. And the cat's eyes look big.
6. In the night, your eyes look big.

N + V_{st} + N

1. They look like this.

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
look(s) — present	Stan fun	in	Jack's	and
looks like — "	Jack chairs	at	funny	but
jumps — "	grass lightning	after	little	
	light(s) house	for	lightning	
is/are — present irregular	bug(s) moonlight	into	dark	
light up — " " + particle	dark park	from	gray	
get — " "	box pond	on	cat's	
have — " "	jar ducks	like	bright	
go — " "	sky Fay	to	owl	
can — " "	star(s) party	up to	big	
runs — " "	eyes	out	this	
come — " "	night	by	mouse's	
	cat(s)		morning	
can see — present modal	hill		afternoon	
can sleep — " "	owls		still	
	surprise			
played — past	mouse			
looked — "	sleep out			
jumped — "	Pan			
	Ted			
was — past irregular	Mother			
said — " "	here			
ran — " "				
lost — " "				
put — " "				
saw — " "				
went — " "				
sat — " "				
got — " "				
did go — past modal				
will get — future				
will have — "				
to get — infinitive				
to go — "				
(to) light up — "				
	<u>Pronouns</u>	<u>Adverbs</u>	<u>Articles</u>	<u>Interjections</u>
	they	then		
	(you)/you	in		
	he	away		
	it	up		
	I	very		
	we	not		
	this	yes		
	that	down		
		please		
		so		
		slowly		
		by		
		uphill		
		downhill		
		fast		

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Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: Ted said, "Please, can Pam and I sleep out here?" Pam said, "Please, can we sleep in the house, Mother?"	Jack's - possessive contraction cat's - " mouse's - " I'll - pronoun-verb contraction lights - plural s bugs - " eyes - " cats - " stars - " owls - " chairs - " ducks - "	But he <u>lost</u> it <u>in</u> the dark. They play <u>in</u> the grass. <u>In</u> the night, ... Pam and Ted sat down <u>in</u> the chairs. It was <u>in</u> the sky. Can we <u>sleep in</u> the house? A Cat is <u>in</u> the park. It went <u>up into</u> the sky. It <u>runs into</u> the night. The mouse <u>runs into</u> the dark grass. They <u>ran into</u> the house. Stan <u>ran after</u> a lightning bug. They <u>look like</u> this. <u>Look at</u> a cat's eyes at night.
Wh Questions:	<u>Negatives</u> not	A mouse <u>looks up</u> in surprise. Then they <u>ran up</u> to Mother. Ted looked <u>up</u> and <u>down</u>. They <u>jumped up</u>. Lightning bugs <u>light up</u>. Then they <u>get</u> dark. I'll <u>get</u> a bug. <u>Get</u> a box for it. Then they <u>got</u> wet. The ducks <u>get</u> away fast. I <u>have</u> it! We <u>have to go</u> in. We <u>will have fun</u> out here. A cat is <u>on</u> the hill. The moonlight is <u>on</u> the park. But the cat <u>can</u> see. <u>Can</u> Pam and I sleep <u>out here</u>?

Question Forms	Morphemes	<u>Idioms</u> and Multiple Meanings
Inversions:		But they can see in <u>little</u> light. It is a <u>little</u> star in the dark. You are a <u>little</u> like the mouse.... It is very <u>still</u> out here. They go <u>by</u>. "The Sleep Out" <u>Multiple Usage</u> light - verb & noun like - verb & adjective lightning - noun & adjective in - preposition & adverb by - preposition & adverb to - infinitive & preposition
<u>Wh</u> Questions:	<u>Negatives</u>	

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Word Complexity

Illustrations

Difficult Structures/Problem Areas

$$\frac{687 \text{ words}}{104 \text{ sentences}} = 6.16 \frac{\text{words}}{\text{sentence}}$$

$$\frac{104 \text{ sentences}}{19 \text{ pages}} = 5.5 \frac{\text{sentences}}{\text{page}}$$

Spache Readability
Formula

words = 102
sentences = 18
hard words = 4
(Slowly, uphill,
downhill, moonlight)

Grade Level = 2.0

Sun and Shadow presents a variety of graphic styles, including solid line color drawings in numerous techniques (water color, felt tip pen, etc.), etchings, color photography, animation imposed on photography, and photographs of three dimensional paper cutout scenes.

Illustration quality, as determined by clarity, detail, dimension, and proportion, likewise varies from story to story. Specific comments follow:

In "The Big Carrot," page 77, the dog and cat are bigger than the people for no apparent reason.

In "Little Red," page 103, the dog is not a consistent size or shape from one page to the next.

In "Birthday Soup," page 143, Little Bear has an unusual shape for a bear, even for an animated one.

Layouts make good use of space and are very appealing. One exception to this is "The Boy Who Called Wolf" on page 85, which contains numerous two-page picture spreads. These require frequent focal shifting from one page to the next.

Characters appear to be of diverse racial backgrounds and are depicted in nonsexist occupational roles.

For the most part, the language and illustrations support one another well. In a few instances, however, simple words have been substituted for proper names, i.e. fast car for ambulance, people for doctors. The language is at times vague as well as unnatural, producing weak story concepts and some inconsistency between text and illustrations. Of particular note are "They Work at Night," page 27, and "Fun in the City," page 123. "The Sleep Out" on page 27 supposedly takes place at night, and yet the drawings convey an illusion of daylight.

Fluctuations in text-illustration correspondence.

Fluctuations in overall quality.

Multiple meanings.

Page 96 - "Can you tell what will go on?"

A few of the characters introduced at the preprimer level are carried over into Sun and Shadow. Because of a change in illustration style, however, their appearances are entirely different.

Sentences begun with a conjunction - "But the cat can see;" "And that is not fun" - are grammatically incorrect.

Kernel Sentences

Compounds

Complex Sentences

- | | | |
|--|---|---|
| 1. N + V = 4 | In the morning, <u>boys and girls</u> get up. -- noun subject | When Fay goes to school, she is away for many days.
What did you do to get to school this morning? |
| 2. N + V _{be} + Adj = 13 | The big school bus comes down the hill and <u>stops</u> . -- verb | I had a bad time getting to school this morning.
When I got up, I looked out. |
| 3. N + V _{be} + N = 5 | Some <u>boys and girls</u> ride to school in cars. -- noun subject | When it rains, my father lets me ride to school in his car.
Dad said, "We have lots of time." |
| 4. N + V _{tr} + N = 20 | <u>Kim and Ted</u> do that. -- noun subject | I like doing that.
We had to run to school.
It is fun to run in the rain. |
| 5. N + V _{intr} + N | <u>Up and down</u> hills they go. -- object of preposition | He didn't get to school until I got to school.
You see, the teacher is my father! |
| 6. N + V + Prep/Adv
Prep = 42
Adv = 10 | <u>Kim and Ted</u> like the ride to school a lot. -- noun subject | Stan ran up and said, "Show me what you have in the box, Ben."
"No," said Ben.
"Wait for me!" she called. |
| 7. N + V _{st} + Adj = 2 | <u>Boys and girls</u> come up the streets. -- noun subject | "What is in the box?" asked Kim.
"Ben will not tell," said Stan.
"Well, I'll tell you this," said Ben. |
| 8. N + V _{st} + N = 1 | Some run, and some ride. -- sentence | When the children were at the school they saw Mr. Park.
"Is that your lunch box, Ben?" asked Mr. Park.
"That is Ben's surprise," said Kim. |
| | We got in the car, but the car didn't go. -- sentence | "It is a little green pet," said Stan/Kim.
"Yes, and it lives by a pond," said Ben.
Mr. Park said, "Well, I do not know what it is." |
| | We <u>waited and waited</u> for the bus, but it never came! -- verb, sentence | "Good morning," she said.
"That is Ben's surprise," said Mr. Park.
"It lives by a pond," said Stan. |
| | A Big truck went by and <u>splashed</u> me. -- verb | "It hops, too," said Ben.
"A little green pet that lives by a pond and hops?" said Mrs. Wolf.
"Yes, show us!" said Mr. Park. |
| | <u>Kim looked out and saw</u> them. -- verb | "Please!" said Kim and Stan.
Ben laughed and said, "Look!"
"Oh," they said, "that is what it is." |
| | Stan ran up and said, "Show me what you have in the box, Ben." | Do you know what Ben's surprise was?
If you are looking for a frog, go to a pond.
That is where frogs live.
Frogs never live very far from a pond, for a frog needs water.
They do not need to come up for air. |

Kernel Sentences	Compounds	Complex Sentences
1. N + V	My pet is <u>little</u> and <u>green</u> . — adjective	It eats green things that grow in the pond.
2. N + V _{be} + Adj	I'll <u>go</u> with you and <u>find</u> out." — verb	At last the day comes when the tadpole can live on land.
3. N + V _{be} + N	Ben <u>laughed</u> and <u>said</u> , "look "Look!" — verb	It finds bugs and things to eat.
4. N + V _{tr} + N	It finds <u>bugs</u> and <u>things</u> to eat. — noun object	It is a big green frog that lives by the pond.
5. N + V _{intr} + N	It <u>eats</u> and <u>eats</u> . — verb	
6. N + V + Prep/Adv		
7. N + V _{st} + Adj		
8. N + V _{st} + N		

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Kernel Sentences

N + V

1. She stops and looks.
2. They all looked.
3. They cannot run and jump.
4. It eats and eats.

N + V_{be} + Adj

1. "My pet is little and green."
2. That is too bad, Kim.
3. That is too bad.
4. It wasn't too bad.
5. Then it was good after all.
6. That was bad.
7. No, no, it was good.
8. So it was good.
9. It was good, then.
10. No, it wasn't very good at all.
11. That was very bad.
12. That was very odd.
13. It wasn't off at all.

N + V_{be} + N

1. It is a surprise.
2. "What is that, Ben?"
3. "What is it?"
4. It is a little frog.
5. One day it is not a little frog.

N + V_{tr} + N

1. She crosses the street.
2. She gets her friend, Jill.
3. Stan gets a fast ride to school.
4. Kim and Ted do that.
5. They see a rabbit by the rocks.
6. Kim and Ted like the ride to school a lot.
7. The boat crosses the water to the land.
8. Fay says good-bye to her mother and father.
9. It was raining cats and dogs.
10. I like that.
11. We can get the bus.
12. What did your teacher say?
13. My teacher didn't say a thing.
14. Ben saw his friend, Stan.
15. In the school they saw the teacher, Mrs. Wolf.
16. A frog needs air, too.
17. Frogs have big legs in back.
18. What can a tadpole do?
19. Soon the tadpole grows legs in back.
20. It grows legs in front, too.

N + V_{st} + Adj

1. My father got all wet, too.
2. It gets big.

N + V_{st} + N

1. Tadpoles do not look like frogs.

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Kernel Sentences

N + V + Prep

1. They go to school.
2. Pam's house is just down the street from the school.
3. In the morning, Pam goes to the street.
4. The friends run to school.
5. Tim rides to school in a bus.
6. In the morning, he waits by his house.
7. Tim gets on the bus.
8. He rides to school with his friends.
9. Stan's house is in a big city.
10. In the morning, Stan rides to school in a train.
11. The train goes up the city streets.
12. Some boys and girls ride to school in cars.
13. They ride with father.
14. Up and down hills they go.
15. They ride past beautiful big rocks.
16. Linda goes to school in a boat!
17. Water is all around Linda's house.
18. In the morning, Linda gets into the boat with Mother.
19. They she runs to school.
20. Fay's friend, Mr. Gray, comes to her house.
21. He lands in the pond by her house.
22. Fay rides to school.
23. Boys and girls come up the street.
24. They come by car.
25. They come by train.
26. They come by bus.
27. They all come to school.
28. We got to the top of a hill.
29. And I wasn't on time for school!
30. Ben was going up the street with a box.
31. He was going to school.
32. The boys went up the street.

33. But a frog cannot live under the water.
34. Frogs come from tadpoles.
35. Where do tadpoles come from?
36. Tadpoles come out of frog eggs.
37. The eggs are in pond water.
38. Tadpoles are not at all like frogs.
39. Tadpoles can live under the water.
40. A tadpole lives under the water.
41. It comes out of the water.
42. The little frog lives on the land.

N + V + Adv

1. In the morning, boys and girls get up.
2. The school is far away from Tim's house.
3. Linda gets up from the boat.
4. Fay's house is far away from her school.
5. Then she gets in.
6. Fay rides up into the sky.
7. No, it wasn't.
8. No, it wasn't so bad.
9. Kim ran out to her friends.
10. "I'll go in with you and find out."

stops - present
look(s) - "
crosses - "
wait(s) - "
like - "
lands - "
rains - "
see - "
show - "
needs - "
lives - "
hops - "

is/are - present irregular

get(s) -	"	"
go(es) -	"	"
run(s) -	"	"
ride(s) -	"	"
come(s) -	"	"
do -	"	"
see -	"	"
says -	"	"
lets -	"	"
have -	"	"
eats -	"	"
grow(s)	"	"
sits -	"	"
finds -	"	"

can get	-	present	modal
can live	-	"	"
do know	-	"	"
do come	-	"	"
do need	-	"	"
do look like	-	"	"
can run	-	"	"
can jump	-	"	"
can do	-	"	"

are looking - present progressive

school	Linda
morning	boat
boys	water
girls	Mother
house	land
street(s)	days
Pam	Mr. Gray
friend(s)	pond
Jill	good-by
bus	Fay
hill(s)	sky
Tim	time
city	cats
Stan	dogs
train	all
ride	Dad
car(s)	lots
Kim	fun
Ted	rain
Father	top
rocks	truck
rabbit	teacher

Pronouns

they
she
he
that
some
you/(you)
I
it
me
we
them
this
us
what

to
in
down
from
by
on
with
up
past
around
into
for
after
of
at
under
out of
like

Adverbs

up yes
just far
then soon
far away when
a lot
all
away
in
too
out
n't/not
no
so
never
very
by

Pam's	little
her	green
Tim's	lunch
his	all
big	frog
school	pond
Stan's	

big
city
fast
some
beautiful
Linda's
Fay's
many
this
bad
my
good
wet
your
odd

Ben's Articles

a
the

and
but

Interjections

Yes.
Oh!

-3-

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
looked - past waited - " splashed - " called - " asked - " laughed - " was/were - past irregular had - " " got - " " said - " " came - " " saw - " " ran - " " did do - past modal did go - " " did say - " " did get - " " was going - past progressive will tell - future will go - " will find out - " to get - infinitive (to) ride - " to run - " to come - " to eat - " going - verbal getting - "	thing(s) surprise box pet children Mr. Park Mrs. Wolf Ben frog(s) air tadpole(s) eggs legs back front last day grass bugs taxi Park Street stop			
	<u>Pronouns</u>	<u>Adverbs</u>	<u>Articles</u>	<u>Interjections</u>

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: "Is that your lunch box, Ben?" asked Mr. Park. Do you know what Ben's surprise was? Wh Questions: What did you do to get to school this morning? What did your teacher say? "What is in the box?" asked Kim. "What is it, Ben?" "What is it?" Where do tadpoles come from? What can a tadpole do? "A little green pet that lives by the pond and hops?" said Mrs. Wolf.	boys - plural <u>s</u> girls - " friends - " streets - " cars - " hills - " rocks - " days - " cats - " dogs - " lots - " frogs - " tadpoles - " eggs - " legs - " things - " bugs - " <u>Negatives</u> wasn't didn't no not cannot	She <u>gets</u> her friend, Jill. Stan <u>gets</u> a fast ride to school. What did you do to <u>get</u> to school this morning? We can <u>get</u> the bus. My father <u>got</u> all wet. It <u>gets</u> big. Ted <u>gets on</u> the bus. Linda <u>gets up</u> from the boat. <u>In the morning</u>, boys and girls [<u>get up</u>]. Then she <u>gets in</u>. Ted rides to school <u>in</u> a bus. He lands <u>in</u> the pond <u>by</u> her house. It is fun to run <u>in</u> the rain. I'll go <u>in</u> with you and find <u>out</u>. Frogs have big legs <u>in front</u>. They have little legs <u>in back</u>. Kim ran <u>out</u> to her friends. Kim looked <u>out</u>.... Tadpoles do not <u>look like</u> frogs. Kim and Ted like the ride to school <u>a lot</u>. We have <u>lots of</u> time. Fay's house is far <u>away</u> from her school. When Fay goes to school, she is <u>away for</u> many days. We waited and waited <u>for</u> the bus.... ...he waited <u>by</u> his house. They came <u>by</u> car. A big truck went <u>by</u> and splashed me. They <u>go</u> to school. ...but the car didn't <u>go</u>. He rides to school <u>with</u> his friends. Ben was going up the street <u>with</u> a box. <u>Up and down</u> hills they go. Stan ran <u>up</u> and said... Fay rides <u>up into</u> the sky. Pam's house is <u>just down</u> the street <u>from</u> the school. Frogs <u>come from</u> tadpoles. You see, the teacher is my father! Ben saw his friend, Stan. It hops <u>on</u> the grass. The little frog lives <u>on</u> the land. And I wasn't [<u>on time</u>] for school.

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions:	Pam's - possessive contraction Tim's - " " Stan's " " Linda's " " Fay's " " Ben's " "	I had a bad time this morning. That is <u>too bad</u> . (sad) It wasn't <u>too bad</u> . (difficult) It hops, <u>too</u> . No, it wasn't <u>so</u> bad. So it was good. We <u>had</u> to run to school. But tadpoles <u>have</u> no legs. Water is <u>all</u> around Linda's house. Then it was good [<u>after all</u>]. No, it wasn't very good [<u>at all</u>]. When the children were <u>at</u> the school.... [<u>At last</u>] the day comes when.... Tadpoles <u>come out of</u> frog eggs. It <u>comes out of</u> the water. They do not need to <u>come up</u> for air. But a frog cannot live <u>under</u> the water. Then she <u>crosses</u> the street. [<u>One day</u>] it is not a little frog. My teacher didn't [<u>say a thing</u>]. It finds <u>things</u> to eat. It was [<u>raining</u> cats and dogs].
Wh Questions:	<u>Negatives</u>	

Word Complexity	Illustrations	Difficult Structures/Problem Areas
914 words 156 sentences = 6 words per sentence 156 sentences = 8 words 23 pages per sentence <u>Spache Readability</u> <u>Formula</u> # words = 107 # sentences = 17 # hard words = 3 (wasn't, didn't odd) Grade Level = 1.9	Graphic styles - solid, wiggly, and broken line color drawings using a variety of techniques (oil paint, water color, pen and ink), etchings, animation, three dimensional paper and cardboard cutout scenes, color and black and white photography. Illustrations are: Detailed. Two and three dimensional. Fantasized and realistic. Factual and educational in some cases, as well as pleasurable. Child oriented. Illustrations are blurred in a few stories as though their clarity has been marred by the printing process. This is particularly evident in "The Man Who Painted Birds" (page 152), "Oh, I Have a Home," "My Friend, Pete" (pages 119-120), and "The Little Gray House." The proportion in such stories as "The Little Red Hen," "The Animal Art Show," and "The Bremen Band" is not always realistic, but this is not considered to be inappropriate when animation is used. Body outlines are somewhat rigid and unnatural in "Ben's Surprise" and "Doing Something About It." Layouts present a great deal of variety and make good use of space. The style in "Kim Gets to School" is particularly unusual and effective.	Stories appear to be more difficult in terms of sentence length, number of sentences, and number of pages per story in the beginning and the end of the book than in the middle. Illustrations (continued) On page 28 only one illustration accompanies a short story in which a great deal of information is presented. Language and illustrations support one another in all but a few stories, most specifically in "Trees and Paper."

-1-

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V	He's kind of tall and his head is skinny. - sentence	A monster comes to this city to live.	
2. N + V _{be} + Adj = 1	Monster goes around the city to see the <u>river and the houses and everything</u> . - infinitive object	Monster goes around the city to see the river and the houses and everything.	
3. N + V _{be} + N		He goes up the lamp post to see the houses and the cars.	
4. N + V _{tr} + N = 1	He goes up the lamp post to see the <u>houses and the cars</u> . - infinitive object	He goes to the railroad station to see the trains and everything and what the people look like.	
5. N + V _{intr} + N	He goes to the railroad station to see the <u>trains and everything and what the people look like</u> . - infinitive object	Then he goes to the park to see the kids.	
6. N + V + Prep/Adv Prep = 1 Adv = 1		He goes to the park to play with the kids swinging on the swings.	
7. N + V _{st} + Adj	He looks at all the <u>stores and clothes and stuff</u> . - object of preposition	<u>Compound Complex</u>	
8. N + V _{st} + N		Monster thinks the city is fine so he thinks he will live here.	

Monster Comes to the City

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1979-1980

Kernel Sentences

N + V_{be} + Adj

1. Monster is not ugly like other monsters.

N + V_{tr} + N

1. He gets all packed up.

N + V + Prep

1. He looks at all the stores and clothes and stuff.

N + V + Adv

1. Once upon a time there was a city.

-3-

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
like - present looks - " thinks - " look like -" comes - " gets - " is/'s - present irregular goes - " " was - past irregular will live - future swinging - verbal (adjective) packed up - " (noun) + particle to live - infinitive to see - " to play - "	time city monster(s) head river houses post cars station trains people tickets park kids swings stores clothes stuff packed up	upon to like tall skinny around up with on at	this ugly other his lamp railroad swinging all fine	and so
	<u>Pronouns</u> he what everything	<u>Adverbs</u> once there not kind of then here	<u>Articles</u> a the	<u>Interjections</u>

Question Forms	Morphemes	<u>[Idioms]</u> and <u>Multiple Meanings</u>
Inversions:	monsters - plural s houses - " " cars - " " trains - " " tickets - " " kids - " " swings - " " stores - " " clothes - " " he's - pronoun/verb contraction	[Once upon a time] there was a city. He's [kind of] tall and his head is skinny. Monster <u>goes around the city</u> to see the river and the houses [and everything]. He <u>goes up</u> the lamp post.... He goes to the park to <u>play with</u> the kids.... He looks at all the stores and clothes [and stuff]. ...what the people <u>look like</u>. He <u>gets</u> [all packed up].
<u>Wh</u> Questions:	<u>Negatives</u> not	Monster thinks the city is <u>fine</u> so he thinks he will live <u>here</u>.

Word Complexity

Illustrations

Difficult Structures/Problem Areas

$\frac{140 \text{ words}}{11 \text{ sentences}} = 13$
words per sentence

$\frac{11 \text{ sentences}}{10 \text{ pages}} = 1$
sentence per page

Spache Readability
Formula

words = 107
sentences = 10
hard words = 5
(monster, he's,
skinny, lamp,
railroad)

Grade Level = 2.7

Graphic style - solid line, water color animation.

Illustrations are:

Clear but sloppy, particularly the solid outlines.

Simple.

Fantasized/unrealistic.

Two dimensional.

Child oriented.

Not well proportioned, particularly body parts.

Slightly sexist - girls in dresses with jumprobes, boys in pants playing ball, etc.

A few layouts are double page spreads.

Each illustration covers a full page in size and corresponds to a single sentence on the opposite page.

Important details and people are sometimes cut off, as on pages 10 and 16.

Language-illustration correspondence: some details mentioned in the text do not appear in the illustrations, i. e. pages 12-13, 14-15.

Long sentences.

High level sentence structures and vocabulary.

Several complex sentences contain more than one complex structure.

Conversational style produces idiomatic language which may be unfamiliar to language delayed children.

Crossovers

Economy Company Keytext Program

1978 Edition

Level 12

Pages 77-80, 83-86, 88-96 (4 stories)

© Project C.U.E., Title IV-C
Susan Shandelmier
Teacher/Developer
1979-1980

-1-

Kernel Sentences

Compounds

Complex Sentences

Sentence Fragments

1. N + V = 10

2. N + V_{be} + Adj3. N + V_{be} + N4. N + V_{tr} + N = 295. N + V_{intr} + N

6. N + V + Prep/Adv

7. N + V_{st} + Adj8. N + V_{st} + N

I help you ride.
I like to help.
I like to ride.
We like to help.
I like to help you.
I make it bend.
Do you like to ride?
Do you like to have fun?
We help you have fun.
Do you like to run?
Do you need to run?
I help you run.
I help you bend.
I help you have fun.

What a van!

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Kernel Sentences

N + V

1. Do you ride?
2. I do ride.
3. Do you run?
4. I run.
5. You ride.
6. Help! Help!
7. We did ride.
8. You help.
9. Did I ride?
10. I did.

(continued)

21. What do I do?
22. I make a van.
23. I help you.
24. You need help.
25. We help you.
26. What am I?
27. Do you need help?
28. Do I help you?
29. I do help you.

N + V_{tr} + N

1. What did you do?
2. Did you have fun?
3. You made a van.
4. I had fun.
5. What do you do?
6. We have fun!
7. What do we do?
8. What a ride you had!
9. What a run I had!
10. We had fun.
11. I made it.
12. I made a van.
13. I like you.
14. I like fun.
15. What fun we have.
16. We help you.
17. I have a van.
18. I have fun.
19. Who am I?
20. I bend it.

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
help - present like - " need - " run - " ride - " bend - " make - " am - present irregular have - " " do ride - present modal do do - " " do run - " " do like - " " do need - " " do help - " " made - past irregular had - " " did - " " did do - past modal did have - " " did ride - " " to help - infinitive to ride/ride - " bend - " to have/have - " to run/run - "	fun van ride run help		what	
	<u>Pronouns</u> you what I we it sho	<u>Adverbs</u>	<u>Articles</u> a	<u>Interjections</u> What fun!

Question Forms

Morphemes

[Idioms] and Multiple Meanings

Inversions:

Did you have fun?
 Do you ride?
 Do you run?
 Did I ride?
 Do you like to ride?
 Do you like to have fun?
 Do you like to run?
 Do you need to run?
 Do you need help?
 Do I help you?

Wh Questions:

What did you do?
 What do you do?
 What do we do?
 Who am I?
 What do I do?
 What am I?

I have a van.
 I have fun.

Multiple Usage

help - verb & noun
 run - " "
 ride - " "
 what - pronoun & adjective

Negatives

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{304 \text{ words}}{81 \text{ utterances}} = 3.75$ words per utterance $\frac{81 \text{ utterances}}{13 \text{ pages}} = 6.23$ utterances per page <u>Spache Readability Formula</u> # words = 103 # sentences = 26 # hard words = 2 (van, bend) Grade Level = 1.36	Graphic style - solid line, color drawings in varying media. Illustrations are: - Of varying clarity and simplicity. - Realistic and fantasized. - Two and three dimensional. - Child oriented. - Humorous. - Nonsexist. - Not always well proportioned. - Fairly well laid out except for a few pictures which lack baselines. The speaker is not always apparent in the illustrations.	Vocabulary and sentence structures introduced at the beginning of the reader are more difficult than those at the end. Kernel and complex sentences are introduced simultaneously with no transitional compounds. Lack of continuity may effect comprehension.

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 4	"You made use of this box, and you must be made green." - sentence	"What do you have, Nan?" said Bob. "I have a box," said Nan. "Do it this way," Nan said. "The box has green in it," said Bob. "See what the box can do!" said Nan. "Let me have it!" said the monster. "Run, Bob, run!" said Nan. "It is, too!" said the monster. I will have to make you green! "That is the way it is!" "We must be quick!" said Bob. "We need to get that box!" "We need to hide!" "You can't hide!" said the monster. "Hide there!" said Nan. "I say you will be green." "Get the box!" said Nan. "This made the green," said Nan. "Will this make the green go?" It made the green go! "I see red!" said Bob. We have made it the way it was. "This is still green," said Nan. "The box!" said Bob.* "And I see him, too!" said Nan. It was his job to try and make us green. I say it is a good day for us.	You with my box! Too bad for you. "What a way to go!"
2. N + V _{be} + Adj = 3	I will <u>try</u> it and <u>see</u> . - verb		
3. N + V _{be} + N = 1	It was his job to <u>try</u> and <u>make</u> us green. - infinitive		
4. N + V _{tr} + N = 17			
5. N + V _{intr} + N			
6. N + V + Prep/Adv Prep = 2 Adv = 1			
7. N + V _{st} + Adj			
8. N + V _{st} + N			

* Fragment

Kernel Sentences

N + V

1. "See!"
2. You did!
3. It did!
4. And see!

N + V_{be} + Adj

1. That is tan.
2. The rock is black!
3. "But it was green!"

N + V_{be} + N

1. "It is a good day for that black rock."

N + V_{tr} + N

1. "I must make use of the box."
2. "I don't see a name on it."
3. Take it!
4. "See this?"
5. "And it has green on it, too."
6. "The box made the rock green!"
7. "We didn't see a name on it."
8. "Did you use it?"
9. You made the rock green!
10. "See that?"
11. Green, I say!
12. I can't help it.
13. I see red.
14. "I see blue."
15. See the tan!
16. "Do you see it?"
17. But he didn't make us green!

N + V + Prep

1. We can play with it.
2. "I will hide in this box."

N + V + Adv

1. Go on!

Verbs — Tenses		Nouns	Prepositions	Adjectives	Conjunctions
need - present see - " take - " let - " run - " hide - " say - " get - "	have made - past perfect made - verbal will have - future will hide - " will be - " will make - " will try - " will see - "	box Nan Bob name way green day rock monster use job red. blue tan	with in on for of	this ✓ green bad that my your quick tan black good what his	and but
is - present irregular have/has - " " go - " " do - " " do have - present modal do see - " " do make - " " can play - " " can do - " " can hide - " " can help - " " must be - " " must make - " "	 to make - infinitive to get - " to hide - " to try - " to go/go - " have - "				
said - past irregular made - " " did - " " was - " " did see - past modal did use - " " did make - " "		<u>Pronouns</u> you what I it we (you)/you this me that n't him us	<u>Adverbs</u> on too not there yes still	<u>Articles</u> a the	<u>Interjections</u> "You!" Too bad! Green! "There!" "Yes! Yes!" "Yes, Nan!" "Bob!" "Nan!" "Yes."

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Question Forms	Morphemes	<u>[Idioms]</u> and <u>Multiple Meanings</u>
Inversions: "Did you use it?" "Do you see it?" "See?" } Modal <u>do</u> + See this? } subject <u>you</u> See that? } are missing. <u>Wh</u> Questions:	don't -- negative contraction didn't - " " can't - " "	[Go on!] ["That is the way it is!"] "You <u>made</u> use of the box, and you must be made green." "Hide <u>there</u>!" said Nan. ["<u>There</u>!"] Get the box!" said Nan. "See <u>this</u>?" I will try it and <u>see</u>. ["What a way to go!"] [Too bad for you.] "I <u>have</u> a box," said Nan. I will <u>have</u> to make you green. [I can't help it.]
	<u>Negatives</u> don't didn't not can't	<u>Multiple Usage</u> green - noun, adjective, & interjection tan - noun & adjective what - pronoun & adjective this - " " " that - " " " on - preposition & adverb there - adverb & interjection yes - " "

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{370 \text{ words}}{80 \text{ utterances}} = 4.63$ words per utterance $\frac{80 \text{ utterances}}{8 \text{ pages}} = 10.$ utterances per page <u>Spache Readability Formula</u> # words = 102 # sentences = 20 # hard words = 3 (can't, monster, job) Grade Level = 1.8	Graphic style - solid line, color drawings in varying media; color photography. Illustrations are: - Of varying degrees of clarity and simplicity. - Realistic and fantasized. - Two and three dimensional. - Child oriented. - Humorous. - Nonsexist. - Not always well proportioned. - Fairly well laid out except for a few pictures which lack baselines; space is not always used efficiently. - Fairly supportive of language content. The speaker is not always apparent in the pictures.	<u>"You made use of this box, and you must be made green."</u> <u>Green, I say!</u> Excessive use of exclamation points. See? See this? See that? Understood subjects and modal verbs. Complex sentences - discourse - multiple tenses - punctuation - infinitives - clauses Idioms and multiple meanings. Fragments and interjections.

-1-

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 6	Can you <u>come</u> <u>and</u> <u>help</u> ? - verb	We have to go.	Here, kitty, kitty!
2. N + V _{be} + Adj	Come and play. - sentence	It is fun to ride a (bike).	
3. N + V _{be} + N	You <u>go</u> <u>and</u> <u>play</u> . - verb	This (bike) is fun to ride.	
4. N + V _{tr} + N = 12	Can we <u>come</u> <u>in</u> <u>and</u> <u>help</u> ? - verb		
5. N + V _{intr} + N			
6. N + V + Prep/Adv Prep = 6 Adv = 7		()=rebus	
7. N + V _{st} + Adj			
8. N + V _{st} + N			
298			299

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Kernel Sentences

N + V

1. You go and play.
2. You can?
3. Can we?
4. Look, Meg.
5. I can't.
6. Pat, you can.

N + V + N
tr

1. We can have fun.
2. I can have fun in here.
3. Can we have fun?
4. You can have the (ball).
5. I can help you.
6. I have a (bike).
7. I can not ride it.
8. You can ride it, Pat.
9. I can ride it.
10. You can ride the (bike).
11. You can ride it.
12. I can help you.

N + V + Prep

1. Is the kitty in here, Meg?
2. We can look in here.
3. Look in here.
4. Look in the (basket).
5. The kitty is in the (basket).
6. Look at me.

N + V + Adv

1. Come here, Tim.
2. Mom, can you come here?
3. Come in, Ben.
4. Ben, come here.
5. It is here.
6. Come on.
7. Here you go.

()=rebus

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
play - present look - " " come - " " go - " " have - " " is - present irregular can - " " " can come - present modal can help - " " " can have - " " " can look - " " " can ride - " " " to go - infinitive to ride - " "	Tim Mom Meg fun here (ball) kitty Ben (basket) (bike) Pat ()=rebus	in at	this	and
	<u>Pronouns</u> (you) you we me I it this	<u>Adverbs</u> here in not n't on	<u>Articles</u> the	<u>Interjections</u> Tim! Tim! Meg!

-4-

Question Forms	Morphemes	<u>[Idioms]</u> and <u>Multiple Meanings</u>
<u>Inversions:</u> Mom, can you come here? Can you come and help me? Can we have fun? Can we? Can we come in and help? Is the kitty in here, Meg?	can't - negative contraction	Come <u>here</u>, Tim. - to this spot We can have fun <u>in here</u>. - in this area <u>[Here]</u>, kitty, kitty! - come here Is the kitty in <u>here</u>, Meg? - there We <u>have to</u> go. - must We can <u>have</u> fun. I <u>have</u> a (bike). - own Can we <u>come in</u> and help? - enter <u>[Come on.]</u> I <u>can</u> ride it. - am able to You <u>can</u> ride the (bike). - are allowed to <u>[Here you go.]</u>
<u>Wh Questions:</u> You can? - declarative word order	<u>Negatives</u> not can't	<u>Multiple Usage</u> here - noun and adverb in - preposition and adverb this - pronoun and adjective ()=retus

-5-

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{171 \text{ words}}{43 \text{ utterances}} = 3.98$ words per utterance $\frac{43 \text{ utterances}}{13 \text{ pages}} = 3.31$ utterances per page <u>Spache Readability</u> <u>Formula</u> # words = 101 # utterances = 25 # unfamiliar words = 2 (kitty, can't) Grade Level = .74 (interpolated)	Graphic style - solid line, color drawings and color photographs. Drawings are blurred. Photographs are clear. Degree of detail varies. Illustrations are realistic and fantasized. Object to object proportion is good. Body proportions are somewhat distorted. Layouts are good, with one exception: pages 27 and 28 depict a double-page spread on the front and back of the same page. Illustrations are very supportive of printed text. Rebus pictures are very effective.	<u>You can?</u>- question form in declarative word order Idioms, multiple meanings, and multiple usage <u>It is fun to ride a bike.</u> - passive voice <u>This bike is fun to ride.</u> - " " Two-page picture spread on front and back of same page - 27 and 28 It is sometimes difficult to determine who is speaking.

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THEME

1. Title — Childhood: Places and Puzzles (Problems).

II. Development

A. General components.

1. Words.
2. Pictures.
3. Concrete experiences.
4. Fantasy.

B. Specific components.

1. People.
 - a. Children.
 - b. Parents.
 - c. Librarian.
 - d. Chauffeur.
2. Places.
 - a. Home
 - b. Backyard.
 - c. Neighborhood.
 - d. Playground.
 - e. Park.
 - f. Library.
 - g. School.
 - h. Amusement park.
 - i. Grocery store.
 - j. Bakery.
 - k. Beach.
3. Animals.
 - a. Dog.
 - b. Cat.
 - c. [Koala.]
 - d. Snake.
 - e. Horse.
 - f. Deer.

-6-

THEME (continued)

4. Nature.
 - a. Grass.
 - b. Trees.
 - c. Leaves.
 - d. etc.
5. Play and work equipment.
 - a. Ball.
 - b. Go-cart.
 - c. Rake.
 - d. etc.
6. Predicaments.
 - a. Getting stuck in a sweater.
 - b. Fixing a go-cart.
 - c. Finding a lost kitten.
 - d. Learning to ride a bike.
 - e. Getting stuck in tar.
 - f. Trading school lunches.

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 3		"Meg! Ben!" said Tim.* "Look at what I have." I want to make it go up. "Tim," said Ben.* "You have to have a (tail)." "A (tail) can make the <u>plane</u> go." "You want a (tail)?" said Meg. "Here," said Meg.* "This is what you want." "It can make the <u>plane</u> go far," said Ben. "Here, Tim," said Meg.* "Look at it go." "I have a name," said Ben. "A kitty is fun," said Tim. "Fun is not a name," said Pat. "Fun is what we have." "Tim is a name," said Tim. "Look," said Pat. "Ben! Tim!" said Pat.* "What?" said Ben.* "Happy!" said Pat.* That is what your kitty is. Look at it go. A <u>zebra</u> can't live where a <u>fish</u> can. A <u>fish</u> can't live where a <u>zebra</u> can. Can a <u>lion</u> live where a <u>fish</u> can? You can live where a <u>lion</u> lives. I am going to ride this horse. I know I can ride him.	Not the kitty. "A name that is not a name?" Not that <u>horse</u> !
2. N + V _{be} + Adj = 2			
3. N + V _{be} + N = 5			
4. N + V _{tr} + N = 17			
5. N + V _{intr} + N			
6. N + V + Prep/Adv Prep = 3 Adv = 10			
7. N + V _{st} + Adj = 1			
8. N + V _{st} + N			
		() = rebus * = Fragments	

Kernel Sentences

N + V

1. And I can't.
2. Can you, Ben?
3. And I will.

N + V_{be} + Adj

1. It can be happy here.
2. It is happy in the water.

N + V_{be} + N

1. "Your name is Tim."
2. It is a name.
3. "And it is not a name."
4. "What is it?"
5. That is not a fun thing.

N + V_{st} + Adj

1. You look happy.

N + V_{tr} + N

1. Can you help me, Meg?
2. "I can make a (tail)."
3. "Pat, you have a name."
4. And you have a name, Tim.
5. What can we name it?
6. "We can name it Fun."
7. "We can name the kitty Tim."
8. "We can't name it Tim."
9. "I have a name!"
10. "We can name your kitty Happy."
11. A zebra can have fun here.
12. I can ride that horse.
13. I can ride him.
14. So ride him, cowboy.
15. Ride him!
16. What do you know!
17. And you know it.

N + V + Prep

1. "The (tail) is on the plane."
2. "Look at it!"
3. Will you look at that!

N + V + Adv

1. It can go up.
2. It can go far up.
3. A lion can live here.
4. A zebra can live here.
5. It can play here.
6. A fish can live here.
7. Is this so?
8. What is going on?
9. Go on!
10. So here I go.

() = rebus

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
look - present want - " ride - " know - " is - present irregular have - " " can - " " go - " " is going - present progressive am going - " " do know - present modal can help - " " can make - " " can go - " " can name - " " can live - " " can have - " " can play - " " can be - " " can ride - " " said - past irregular will - future will look - " to make - infinitive (to) go - " to have - " to ride - "	Meg Ben Tim (tail) plane kitty name Pat fun/Fun Happy lion zebra fish horse cowboy thing ()=rebus	on at in	happy this that fun	and that where
	<u>Pronouns</u> you I what it me this we him	<u>Adverbs</u> up far here not n't so on	<u>Articles</u> a the	<u>Interjections</u> OK! Not him!

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: Can you help me, Meg? "Can you, Ben?" Can a lion live where a fish can? Is this so?	can't - negative contraction	I want to <u>make</u> it go up. I can <u>make</u> a tail. So can a lion. Is this <u>so</u>? [What is going on?] [What do you know?] "What?" said Ben. [Will you look at that!] [Look at it go.] [Look,"] said Pat. You <u>look</u> happy.
Wh Questions: What can we name it? "What?" said Ben. "What is it?" <u>Declarative Word Order</u> "A name that is not a name?" "You want a (tail)?" said Meg. ()=rebus	<u>Negatives</u> can't not	[Here I go.] A lion can live <u>here</u>. "Here," said Meg. "Here, Tim," said Meg. [OK!] You <u>have</u> to have a tail. "I <u>have</u> a name," said Ben. [Go on.] I want to make it <u>go</u> up. I <u>am going</u> to ride <u>this</u> horse. [So ride him, cowboy.] <u>Multiple Usage</u> fun - noun and adjective name - noun and verb this - pronoun and adjective that - adjective and conjunction on - preposition and adverb

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{372 \text{ words}}{78 \text{ utterances}} = 4.64$ words per utterance $\frac{78 \text{ utterances}}{21 \text{ pages}} = 3.71$ utterances per page <u>Spache Readability Formula</u> # words = 102 # utterances = 22 # hard words = 4 (zebra, can't cowboy, OK) Grade Level = 1.6 (interpolated)	Graphic style - color drawings, with and without solid outlines; color photography; cartoons and caricatures. Illustrations are: Sometimes clear and sometimes blurry. Two and three dimensional. Detailed and simplistic. Realistic and fantasized. Sometimes humorous. Child oriented. Not always well proportioned. Layouts are repetitive and not always well balanced. Illustrations, particularly facial expressions, do not always support printed text. Illustrations are hidden by speech balloons in several stories.	Complex sentences - infinitives clauses discourse (past and present tenses; punctuation) Idioms and multiple meanings Appositives? - We can name it <u>Fun</u>. We can name it <u>Tim</u>. We can name the <u>kitty Tim</u>. We can name your kitty <u>Happy</u>. Language/illustration relationship <u>And I can't.</u> - sentences begin with a conjunction <u>And I will.</u> -

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THEME

- I. Title — Home and Community.
- II. Development.
 - A. General components.
 - 1. Words.
 - 2. Pictures.
 - 3. Concrete experiences.
 - 4. Fantasy.
 - B. Specific components.
 - 1. People.
 - a. Children.
 - b. Parents.
 - c. Teachers.
 - d. Community workers.
 - e. Cowboys.
 - 2. Animals.
 - a. Cat.
 - b. Lion.
 - c. Zebra.
 - d. Fish.
 - e. Horse.
 - f. Mouse.
 - g. Pig.
 - h. Wolf.
 - 3. Settings.
 - a. Indoors.
 - 1. Kitchen.
 - 2. Dining room.
 - 3. Classroom.
 - 4. Mouse's house.
 - 5. Pig's house.

-6- (continued)

b. Outdoors.

1. Porch.
2. Backyard.
3. Neighborhood.
4. Playground.
5. [Corral.]
6. Pond.
7. Field.

C. Situations.

1. Making a toy airplane.
2. Playing with a cat.
3. [Riding a bronco.]
4. Making pudding.
5. Playing ball.
6. Building a house.

D. Problems to be solved.

1. Finding a tail for the toy plane.
2. Naming the cat.
3. Staying on the horse.
4. Having a rotten day.
5. Getting stuck in tar.
6. Outsmarting the "bad guy."
7. Dealing with unwelcome guests.

[] = depicted in illustrations
but not in text

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 6	"I will work hard, and I will be a good man." - sentence	"Get your coat, Meg," said Mom. "We have to get going." "First I want to get my bag," said Meg. "I do," said Mom. "I have to get my umbrella first." "O.K.," said Meg.* "Get in the car, Meg," said Mom. "Here is your school," said Mom. "I do," said Mom. "Dad," said Ben.* "It is," said Dad. "This looks like my name!" said Ben. "You can," said Dad. "When I am not in school, I like to make things." "And I like to look at the stars." "When I am a man, I'll make big and little things," said Ben. "And I'll get to know the stars." "I know what I'll do next," said Ben. "It will be the first clock made here." Mr. Jefferson said it was a good book. "I wanted a book like this," he said. "It helped me get to know the stars." "Here comes Dan the Bird," said Lad the Lion. "You will," said Dan the Bird. "I do not get it," said Lad the Lion. Dan likes to fly. I know he likes to. "Here is SoSo the Giraffe," said Lad the Lion. "Not now," said SoSo. "I have to go." "She likes to run." "I will have to think," said Lad. "What can this be?" said Lad. "I have to go now."	You in the pond!
2. N + V _{be} + Adj = 4	"Dan, <u>can</u> you <u>come</u> and <u>play</u> ?" - verb		
3. N + V _{be} + N = 6	I will run, and you can fly. - verb		
4. N + V _{tr} + N = 10	We <u>can</u> <u>run</u> <u>and</u> <u>play</u> . - verb		
5. N + V _{intr} + N	"I <u>will</u> <u>go</u> to the pond <u>and</u> <u>think</u> ." - verb		
6. N + V + Prep/Adv Prep = 5 Adv = 8			
7. N + V _{st} + Adj			<u>Compound-Complex</u>
8. N + V _{st} + N = 1			It was hard for Lad to think, so he looked in the pond.
326		*Fragments	192
			327

Kernel Sentences

N + V

1. "Dan, can you come and play?"
2. "I will not."
3. We can run and play.
4. "I can't."
5. "I know!"
6. I can't play.

N + V_{be} + Adj

1. "We will be happy."
2. Lad the Lion was not happy.
3. "It is big."
4. "A bird is made for flying."

N + V_{be} + N

1. Your name is not Ben.
2. "Ben is a good name."
3. Now Ben is a man.
4. It will be a good clock.
5. "That was a good book."
6. It is fun for him.

N + V_{st} + Adj

1. "She looks happy."

N + V_{tr} + N

1. "Do you have your bag?"
2. "I'll get the door."
3. "Where did I get my name?"
4. "I'll make a clock."
5. Then Ben made a book.
6. Now I like my name.
7. It makes him happy.
8. "I do NOT get it."
9. We can have fun.
10. "I know it."

N + V + Prep

1. "Here, look at this book."
2. "What is this book like?"
3. It was on the stars.
4. Now he will not fly for fun.
5. And look at the teeth!

N + V + Adv

1. "Then we can go."
2. "Here is your umbrella."
3. "Now I'll go on to my school."
4. "It is here."
5. Ben worked hard in school.
6. He worked hard on it.
7. "Your name can go here."
8. Come here.

-3-

Verbs — Tenses				Nouns	Prepositions	Adjectives	Conjunctions
want -	present	will -	future	coat	to	your	and
look(s) -	"	will go -	"	Meg	at	my	so
looks like -	"	will make -	"	Mom	in	good	
like(s) -	"	will work -	"	bag	on	this	
comes -	"	will be -	"	umbrella	like	big	
makes -	"	will do -	"	door	for	little	
know -	"	will run -	"	car		first	
		will fly -	"	school		happy	
am/is - present irregular		will have -	"	book		hard	
can -	"	will think -	"	Dad			
have -	"			Ben			
do -	"	made - verbal		name			
		flying -	"	thing			
				stars			
do have - present modal		to get - infinitive		man			
do get -	"	to make -	"	clock			
can go -	"	to look -	"	Mr. Jefferson			
can look -	"	to know -	"	Dan the Bird			
can have -	"	to fly -	"	Lad the Lion			
can come -	"	to go -	"	bird			
can play -	"	to run -	"	flying			
can fly -	"	to think -	"	fun			
can be -	"	to get going -	"	pond			
				teeth			
				puppy			
worked - past					<u>Adverbs</u>	<u>Articles</u>	<u>Interjections</u>
wanted -	"				first	a	SoSo!
helped -	"				then	the	"OK?"
looked -	"				here		You!
					now		
said - past irregular					where		
made -	"			<u>Pronouns</u>	not/n't		
was -	"			(you)/you	hard		
				we	when		
did get - past modal				I	on		<u>Direct Address</u>
				it	next		Meg
				this			Dan
				what			
				he			
				me			
				that			
				him			
				she			

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: "Do you have a bag?" "Can I look at it?" "Can I have the book?" "Dan, can you come and play?"	I'll - pronoun/verb contraction can't - negative contraction things - plural s stars - " " Mr. - abbreviation	Get your coat, Meg. I'll <u>get</u> the door. Where did I <u>get</u> my name? I do not <u>get</u> it. Get in the car. And I'll <u>get</u> to know the stars. We <u>have</u> to <u>get</u> going. Do you <u>have</u> your bag? We can <u>have</u> fun. [I know!] I <u>know</u> it. I have to <u>go</u> now. I will <u>go</u> to the pond.... A bird is <u>made</u> for flying. Then Ben <u>made</u> a book. It <u>makes</u> him happy. This <u>looks</u> like my name. Can I <u>look</u> at it? She <u>looks</u> happy. Can I have the book? Then we <u>can</u> go. Ben worked <u>hard</u> in school. It was <u>hard</u> for Lad to think.... Ben is a good name. ... and I will be a <u>good</u> man. It will be a <u>good</u> clock. I have to get my umbrella <u>first</u>. It will be the <u>first</u> clock made here. It was <u>on</u> the stars. He <u>worked</u> hard <u>on</u> it.
Wh Questions: "Where did I get my name?" "What is this book like?" "What can this be?" said Lad.	<u>Negatives</u> not can't	["OK, "] said Meg. <u>Here</u> is your umbrella. <u>Here</u> is your school. <u>It</u> is here. <u>Here</u>, look at this book. <u>It</u> will be the first clock made <u>here</u>. ...so he looked <u>in</u> the pond. Ben worked hard <u>in</u> school. Get <u>in</u> the car. Now he will not fly <u>for</u> fun. It is fun <u>for</u> him. A bird is <u>made</u> <u>for</u> flying. <u>Multiple Usage</u> like - verb and preposition to - infinitive and preposition this - pronoun and adjective on - preposition and adverb hard - adverb and adjective here - adverb and interjection you - pronoun and interjection

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{397 \text{ words}}{88 \text{ utterances}} = 4.5$ words per utterance $\frac{88 \text{ utterances}}{17 \text{ pages}} = 5.17$ utterances per page <u>Spache Readability Formula</u> # words = 102 # sentences = 18 # unfamiliar words = 0 Grade Level = 1.7	Graphic style - solid line color drawings, solid and broken line color animation, color photography. Illustrations are: Extremely varied in style, technique, and quality. Sometimes clear and sometimes blurry. Detailed and simplistic. Realistic and fantasized. Child oriented. Two and three dimensional. Not always well proportioned. Layouts tend to be repetitive and not always well balanced. Language and illustrations support one another. New words are underlined in text and labelled in pictures.	Complex structures - discourse infinitives clauses compound-complex sentences Punctuation - periods commas question marks exclamation points quotation marks apostrophes underlines Verb forms and tenses Idioms, multiple meanings and uses Exercise pages 24-25 <u>Positive Features</u> Variety in artistic style and story content - Realistic fiction Fantasized fiction History Factual information Well known stories 'How to' directions Opportunity for the child to interact with the reader through questions presented in the text.

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 7	The big boy and the girls saw Gus. — noun subject	"Stop, Gus," she said. "Stop," the big boy said. The girls ran to stop Gus.	"Good dog."
2. N + V _{be} + Adj	They ran to <u>Gus</u> and <u>the boy</u> .	"Here, dog," said the little boy. "Come and see my burro," said Pablo. They ran to see the burro.	"A kite like a goldfish!"
3. N + V _{be} + N = 5	The <u>boys</u> and <u>girls</u> ran with Pablo. — noun subject	"He is a good burro," said a boy. "Here," said Pablo.	"A house in Japan!"
4. N + V _{tr} + N = 18	<u>Up</u> and <u>up</u> it went. — adverb The sheep <u>ran</u> and <u>ran</u> . — verb	"The burro won't play," said a girl. "You can do a trick," said Pablo. "The burro won't <u>play</u> ," said a boy. "You can love a burro," he said.	"From my house to Japan!"
5. N + V _{intr} + N	Shep <u>ran</u> and <u>ran</u> . — verb	"A kite!" said Sora. "Swim, goldfish," said Sora. "Good-by, house!" said Sora.	
6. N + V + Prep/Adv Prep. = 20 Adv = 11		"My goldfish likes to swim up in the sky!" "Do you see a house?" said Sora. "It is a house," said the kite.	
7. N + V _{st} + Adj		"Who is he?" said Sora. "Goldfish, what a trick!" said Sora. "What a kite!" said Big Brother. "What a Sora!" said the kite. "Come here, Shep!" said Tim. "Where is my little sheep?" said Tim. Shep went to find the little sheep. Tim ran to find Shep. "Come on out, Shep," said Tim. "Make the little sheep come out." "Good dog," said Tim. "Go find it, Shep."	
8. N + V _{st} + N			

Kernel Sentences

N + V

1. Gus didn't stop.
2. The cookies did!
3. But the burro didn't play.
4. And he did!
5. Shep came.
6. The sheep ran and ran.
7. Shep ran and ran.

N + V_{be} + N

1. Shep was a sheep dog.
2. He was a good sheep dog.
3. "You are a good sheep dog."
4. "Is he my brother?"
5. "He is my brother!"

N + V_{tr} + N

1. A big boy saw Gus.
2. Two girls saw Gus.
3. A little boy saw Gus.
4. "See the cookies?"
5. Gus saw the cookies.
6. What did he do?
7. The big boy and the girls saw Gus.
8. What did they do?
9. Sandy didn't stop Gus.
10. The big boy didn't stop Gus.
11. The two girls didn't stop Gus.
12. "But what can you do with a burro?"
13. "What can you do with a burro?"
14. "My burro will do a trick."
15. But the burro didn't do the trick.
16. The burro won't do the trick.
17. Sora saw a sign on the kite.
18. He saw the little sheep.

N + V + Prep

1. Gus ran into a big store.
2. Sandy ran into the store.
3. He ran to the little boy.
4. They ran to Gus and the boy.
5. The boys and girls ran with Pablo.
6. "You can play with a burro."
7. Pablo ran up to the burro.
8. Pablo ran to the burro.
9. "Is the kite for me?"
10. "But who is it from?"
11. The sign said, To Sora From Big Brother.
12. The kite was from Big Brother!
13. Big Brother was in Japan.
14. "Swim in the sky."
15. "Swim up in the sky."
16. The little sheep came to some water.
17. The little sheep went into the water.
18. Shep came to the water.
19. Shep was in the water.
20. The little sheep was in the water.

N + V + Adv

1. "Come here, dog."
2. He ran out.
3. "Swim up."
4. The goldfish went up.
5. Up and up it went.
6. And up went Sora!
7. "You can swim up from my house."
8. "And you can swim down to a house in Japan."
9. He went in to get the sheep.
10. The little sheep came out.
11. Shep came out.

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
stop - present likes - " come - " see - " swim - " go - " make - " can do - present modal can play - " " can love - " " can swim - " " do see - " " ran - past irregular said - " " saw - " " was - " " did - " " went - " " came - " " did stop - past modal did do - " " did play - " " will play - future will do - " to stop - infinitive to see - " to swim - " to find - " to get - "	Gus Tim store sheep Sandy water boy(s) what dog cookies girl(s) burro Pablo here trick kite Sora goldfish sign Big Brother Japan sky house people brother Shep	into to with up to for from in up in like on	big two little good my what sheep some	but and
	<u>Pronouns</u>	<u>Adverbs</u>	<u>Articles</u>	<u>Interjections</u>
	you/(you) she he they me who it	here out up down in n't where on out	a the	

-4-

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: "Is the kite for Me?" "Is he my brother?" "Do you see a house?"	girls - plural <u>s</u> cookies - " boys - " didn't - negative won't - " contraction	The sheep ran and ran. Gus <u>ran into</u> a big store. (entered) Pablo <u>ran up</u> to the burro. He <u>ran out</u>. (left) Swim <u>up</u>. (fly) Swim <u>up in</u> the sky. Swim <u>in</u> the sky. Shep was <u>in</u> the water. Big Brother was <u>in</u> Japan. The little sheep went <u>into</u> the water. He went <u>in to</u> get the sheep. A big boy saw Gus. (older boy) A <u>little</u> boy saw Gus. (young boy) Stop Gus! "<u>Stop, Gus,</u>" she said. Gus <u>didn't</u> stop. (refused to) Sandy <u>didn't</u> stop Gus. (wasn't able to) You <u>can play</u> with a burro My burro will do a <u>trick</u>. Shep <u>came</u> to the water. Shep <u>came</u> out. ["Come on out,] Shep," said Tim. "Here," said Pablo. "Come <u>here</u>, dog." "<u>Here</u>, dog," said the little boy. (come here) "What can <u>you</u> do with a burro?" (people in general) "What a kite!" said Big Brother. "What a Sora!" said the kite. <u>Multiple Usage</u> to - Preposition and infinitive up - Preposition and adverb in - " " on - " " sheep - noun and adjective²⁰⁰
Wh Questions: What did he do? What did they do? "But what can you do with a burro?" "What <u>can</u> you do with a burro?" "But who is it from?" "Where is my little sheep?" "See the cookies?"	<u>Negatives</u> didn't won't	343

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{624 \text{ words}}{99 \text{ utterances}} = 6.3$ words per utterance $\frac{99 \text{ utterances}}{26 \text{ pages}} = 3.81$ utterances per page <u>Spache Readability</u> <u>Formula</u> # words = 103 # sentences = 16 # hard words = 3 Grade Level = 1.9	Graphic style - color drawings with and without solid outlines. Illustrations are: - Clear in some stories and blurry in others, e.g. "Shep" and "Bluebell." - Realistic and fantasized. - Three dimensional. - Child oriented. - Supportive of the conceptual theme. Some of the illustrations are very appealing; however, their detail, proportion, layout quality, and relation to the printed text varies from story to story.	Complex sentences, including direct discourse, which presents difficult punctuation, past and present tenses combined, and word order variations. Multiple meanings . Imperative sentences, where <u>you</u> is the understood subject, i.e. "Swim in the sky." Sentences that begin with conjunctions, i.e. 'And he did!', are technically incorrect grammatically. Sentences beginning with adverbs, i.e. "Up and up it went." "See the cookies?" - interrogative sentence in imperative format, where the words <u>do you</u> are understood . The language in some stories may seem somewhat unnatural and may not be supported by the accompanying illustrations.

I. Themes

- A. Reading for pleasure; children's literature.
- B. World cultures.

II. Development via stories of children and pets around the world.

- A. A dog in North America.
- B. A burro in South America.
- C. A fish in Japan.
- D. A sheepdog in Australia.
- E. A cow in Switzerland.
- F. A parrot in Africa.

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V	In went the pig with the <u>mouse</u> and the <u>frog</u> — object of preposition	"What a good house for a mouse (frog, pig, wolf, sheep, bear, bee)," he said.	"Good night and good-by!"
2. N + V _{be} + Adj	In went the wolf with the <u>mouse</u> and the <u>frog</u> and the <u>pig</u> . — object of preposition	"Come in," said the mouse. "Come in," said the mouse again.	
3. N + V _{be} + N = 2	In went the sheep with the <u>mouse</u> and the <u>frog</u> and the <u>pig</u> and the <u>wolf</u> . — object of preposition	"No!" said the mouse.* "Stop!" said the frog. He came to see the country mouse.	
4. N + V _{tr} + N = 27	In went the bear with the <u>mouse</u> and the <u>frog</u> and the <u>pig</u> and the <u>wolf</u> and the <u>sheep</u> . — object of preposition	"Come in, come in," said the country mouse. "It's good to see you." "What do you eat?" asked the city mouse.	
5. N + V _{intr} + N	In went the mouse and the <u>frog</u> and the <u>pig</u> and the <u>wolf</u> and the <u>sheep</u> . — object of preposition	"Beans and water," said the country mouse. "You will like it," said the city mouse. "Here is my house," said the city mouse. "I will find some cookies to eat." The city mouse went to find cookies.	
6. N + V + Prep/Adv Prep. = 11 Adv. = 19	Out went the <u>mouse</u> and the <u>frog</u> and the <u>wolf</u> and the <u>sheep</u> and the <u>bear</u> and the <u>bee</u> ! — noun subject	"Come here," he said. The country mouse ran to eat. "What good cookies," he said.* "A cat!" he said.* "Good-by" said the country mouse.* "I want a bear to play with," Teddy said. "I want to find a bear like me." "Hello," said Teddy.* "What do you want?" asked the dog (sheep, cow). "A bear like me," said Teddy.* "Good night!" said the dog (sheep, cow).* "Stop," said the big bear. "I want to find a bear like me," said Teddy. "I like to play with Jimmy," he said.	
7. N + V _{st} + Adj	"Come and eat." — sentence		
8. N + V _{st} + N	He saw the city <u>mouse</u> and the country <u>mouse</u> . — noun subject Jimmy was a little boy, and Teddy was his bear. — sentence		

*Fragments

Kernel Sentences

N + V_{be} + Adj

1. The house was open.

N + V_{be} + N

1. It was a big bear!
2. "You are a big bear."

N + V_{tr} + N

1. A mouse saw a blue mitten.
2. A little frog saw the mitten.
3. "You will love it in here."
4. A pig saw the blue mitten.
5. A sheep saw the blue mitten.
6. A bear saw the blue mitten.
7. A bee saw the blue mitten.
8. "You will like it here."
9. "I will get some for you."
10. The city mouse didn't like beans.
11. He didn't like the little house.
12. They saw a big house.
13. He saw some good cookies.
14. He did not get cookies in the country.
15. He saw the city mouse and the country mouse.
16. The city mouse saw the cat.
17. I like the big house.
18. I like the cookies.
19. "But I do not like the cat."
20. Teddy saw a little house.
21. He saw a dog.
22. "You won't find a bear in here!?"
23. Teddy saw a big house.
24. He saw three sheep.
25. Teddy saw a cow.
26. He saw a bear.
27. "What do you want?"

N + V + Pres/Adv

1. He ran up to it.
2. And in he went.
3. And in went the frog.
4. In went the pig with the mouse and the frog.
5. A wolf ran up to the blue mitten.
6. In went the wolf with the mouse and the frog and the pig.
7. In went the sheep with the mouse and the frog and the pig and the wolf.
8. In went the bear with the mouse and the frog and the pig and the wolf and the sheep.
9. "Can I come in with you?"
10. In went the bee.
11. Pop went the mitten!
12. Out went the mouse and the frog and the pig and the wolf and the sheep and the bear and the bee!
13. A city mouse came to the country.
14. "Come with me to the city."
15. The country mouse went with the city mouse.
16. They came to the city.
17. "Come in."
18. A cat came into the house.
19. And out he ran.
20. The country mouse ran out with the city mouse.
21. "The city is not for me."
22. The country mouse ran to his house.
23. He didn't go to the city again.
24. One night Teddy ran out.
25. Teddy went in.
26. Teddy went in.
27. Teddy ran out.
28. You are not like me.
29. Teddy ran to Jimmy.
30. Big bears are not like me!"

-3-

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
stop - present want - " like - " come - " eat - " are/is - present irregular can come - present modal do eat - " " do like - " " do want - " " asked - past was - past irregular saw - " " ran - " " said - " " went - " " came - " " did like - past modal did get - " " did go - " " will love - future will like - " will get - " will find - " to see - infinitive to eat - " to find - " to play - "	house mouse mitten frog here pig wolf sheep bear(s) bee home country beans water city cookies cat Jimmy boy Teddy night dog	to for in with into like	blue good what little city country big my some what his open three	and but
	<u>Pronouns</u>	<u>Adverbs</u>	<u>Articles</u>	<u>Interjections</u>
	he it (you) you I me they what some	up in pop out here n't not one night	a the	"No!" "A cat!" "Good night!"

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: "Can I come in with you?"	it's - pronoun-verb contraction didn't - negative contraction won't - negative contraction beans - plural s cookies - " bears - "	He <u>ran</u> up to it. And <u>out</u> he <u>ran</u>. (left) One night Timmy <u>ran out</u>. (ran away) What a <u>good</u> house for a mouse. (suitable) It's <u>good</u> to see you. (enjoyable) You will love it <u>in here</u>. (inside) <u>Here</u> is my house. (there) <u>Can</u> I come in with you? (may) He came <u>to see</u> the country mouse. (visit) A mouse <u>saw</u> a blue mitten. (perceived) <u>Come in</u>. (enter) He <u>came</u> to see the country mouse. (went) <u>Come with</u> me. (follow) <u>They came to</u> the city. (arrived at) The city is not for me. Jimmy was a <u>little</u> boy. (young) He didn't like the <u>little</u> house. (small)
Wh Questions: "What do you eat?" asked the city mouse. "What do you want?" asked the dog (sheep, cow). "What do you want?"	<u>Negatives</u> no didn't not won't	

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{737 \text{ words}}{115 \text{ utterances}} = 6.41$ words per utterance $\frac{115 \text{ utterances}}{22 \text{ pages}} = 5.23$ utterances per page <u>Spache Readability</u> <u>Formula</u> # words = 103 # sentences = 15 # hard words = 3 (it's, beans, didn't) Grade Level = 2.1	Graphic style - color drawings, solid line color animation, and photographs of 3-D paper and ceramic scenes. Illustrations are: Sometimes clear, sometimes blurry. Detailed and simple. Two and three dimensional. Child oriented. Realistic and fantasized. Supportive of words in print. Layouts sometimes lack background detail and include numerous two-page spreads. Proportion is sometimes very poor. Each story is illustrated by a different artist, resulting in wide quality variations.	Sentence length - "In went the bear with the mouse and the frog and the...." Complex sentences - infinitives - direct discourse - punctuation - past and present tenses together Contractions - it's, didn't, won't Multiple meanings and idioms Order reversals - "In he went."

- 6 -

THEME

- I. Titles.
 - A. Reading for Pleasure; Children's Literature.
 - B. Behavioral Traits.

- II. General Components.
 - A. Words.
 - B. Pictures.
 - C. Concrete experiences.
 - D. Fantasy.

- III. Specific Components.
 - A. Animals who behave like people.
 - 1. Mouse.
 - 2. Frog.
 - 3. Pig.
 - 4. Wolf.
 - 5. Sheep.
 - 6. Bear.
 - 7. Bee.
 - 8. Cat.
 - 9. Dog.
 - 10. Cow.
 - 11. Bird.
 - 12. Goldfish.
 - 13. Burro.
 - 14. Worm.

- B. Human Traits.
 - 1. Wear Clothing.
 - 2. Eat.
 - 3. Sleep.
 - 4. Communicate.
 - 5. Work.
 - 6. Play.
 - 7. Live in houses.
 - 8. Travel.
 - 9. Chase.
 - 10. Read.
 - 11. Con each other.

- 6 - (cont'd)

C. Kinds of shelters.

1. Mitten.
2. Tree.
3. Hole in the floor.
4. City house.
5. Suburban house.
6. Doghouse.
7. Barn.
8. Goldfish bowl.
9. Country store.

Rockets

The Houghton Mifflin Reading Series
1976 Edition
Level B
Pages 4-12, 14-21 (3 stories)

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Susan Shandelmier
Teacher/Developer
1979-1980

-1-

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 8	The (thermos, <u>hotdog</u> , and <u>banana</u>) will go to you. - noun subject	Andy and I will help you get the (monkey). You get the truck to go, Andy.	
2. N + V _{be} + Adj	The (<u>sandwich</u> , <u>banana</u> , and <u>toy</u>) will go to you. - noun subject	We can get the truck to go.	
3. N + V _{be} + N		See the truck go!	
4. N + V _{tr} + N = 22	It will <u>go</u> and <u>go</u> and <u>go</u> . - verb		
5. N + V _{intr} + N	<u>Andy</u> and <u>I</u> will help you get the (monkey). - noun/pronoun subject		
6. N + V + Prep/Adv Prep = 31 Adv = 5	Andy, go and get the (man). - sentence		
7. N + V _{st} + Adj	The <u>cat</u> and <u>I</u> will get in the truck. - noun/pronoun subject		
8. N + V _{st} + N	Go and get Becky. - sentence And <u>David</u> and the <u>cat</u> will go in it. - noun subject Go, cat, go! - sentence Come and help <u>David</u> and the <u>cat</u> . - sentence and noun object We will help <u>you</u> and the <u>cat</u> . - pronoun/noun object Come here and see the cat. - sentence	() = rebus	

362

363

210

Kernel Sentences

N + V

1. It will go and go and go.
2. You and I will help.
3. The truck will not go, David.
4. Becky, the truck will not go.
5. Will you help?
6. And it will not stop.
7. Help! Help!
8. And the truck will not stop.

N + V_{tr} + N

1. A (cookie) is not a (sandwich).
2. A (hotdog) is not a (banana).
3. A (thermos) is not a (toy).
4. The (man) will not get the (monkey).
5. You will not get the (monkey).
6. We will help you.
7. We will not get the (monkey).
8. I will get the (monkey) a (banana).
9. You will get (two ice cream cones).
10. The (monkey) will get a (banana).
11. And I will get (one ice cream cone).
12. I will get the truck, Andy.
13. She can help you.
14. I will help you, Andy.
15. Stop the truck.
16. We will stop the truck.
17. We will help you and the cat.
18. I see the truck!
19. I can not see the cat.
20. We will not stop the truck.
21. And David can not stop it.
22. The cat can stop the truck!

N + V + Prep

1. A (sandwich) is in the (lunchbox).
2. And a (banana) is in it.

(continued)

3. The (toy) will go in the (lunchbox).
4. I will go to (school) in the (bus).
5. The (toy) will go in the (bus).
6. I will go to (school).
7. I will go to the (classroom).
8. The (lunchbox) is in the (cloakroom).
9. It is on a (bench).
10. A (thermos) is in the (lunchbox).
11. A (hotdog) is in the (lunchbox).
12. And a (cookie) is in it.
13. The (hotdog) is not in the (lunchbox).
14. The (cookie) is not in it.
15. And the (thermos) is not in it.
16. The (thermos, hotdog, and cookie) will go to you.
17. The (toy) will go on the (table).
18. The (sandwich, banana, and toy) will go to you.
19. The (monkey) is not in the (cage), Jill.
20. It is on the (bus).
21. The (monkey) is on the (bus).
22. The (monkey) is not on the (bus), Jill.
23. It is not on the (bench).
24. And it is not in the (tree).
25. The (monkey) is on a (stool).
26. The (monkey) is in the (cage).
27. The cat and I will get in the truck.
28. And David and the cat will go in it.
29. David is in the truck.
30. He is not in the truck.
31. She is in the truck.

N + V + Adv

1. Come on, Jill.
2. Here we come, David.
3. David is here.
4. And the truck is not here.
5. Is the cat here, David?

Rockets

-3-

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
help - present get - " see - " come - " is - present irregular go - " can help - present modal can get - " " can see - " " can stop - " " will go - future will get - " will help - " will stop - " (to) get - infinitive to go - "	Jill Andy truck cat David Becky <u>Rebus Pictures</u> sandwich lunchbox banana toy school bus classroom cloakroom bench thermos hotdog cookie table monkey cage man bench tree stool cone(s)	in to on	(ice cream) (two) (one) () = rebus	and (and) () = rebus
	<u>Pronouns</u> it I you/(you we she he	<u>Adverbs</u> on here not	<u>Articles</u> a (an) the	<u>Interjections</u> The cat!

-4-

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: Will you help? Is the cat here, David?		The (toy) will <u>go</u> in the (lunchbox). - be placed I will <u>go</u> to (school) in the (bus). - ride The (thermos, hotdog, and cookie) will <u>go</u> to you - be given It will <u>go</u> and <u>go</u> and <u>go</u>. - move And David and the cat will <u>go in</u> it. - get in Andy, <u>go</u> and <u>get</u> the (man). - find The (man) will <u>not get</u> the (monkey). - catch You will <u>get</u> (two ice cream cones). - be given And I will <u>get</u> (one ice cream cone). - buy You <u>get</u> the truck to go, Andy. - make The cat and I will <u>get in</u> the truck. - enter The (monkey) is <u>on</u> a stool - on top of It is <u>on</u> the (bus). - inside of
<u>Wh</u> Questions:	<u>Negatives</u> not	I will go to (school) <u>in</u> the (bus). - inside of And it is <u>not in</u> the (tree). And it will <u>not stop</u>. <u>Stop</u> the truck. [Come on], Jill. [Here we come], David. () = rebus

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{459 \text{ words}}{78 \text{ utterances}} = 5.88$ words per utterance $\frac{78 \text{ utterances}}{16 \text{ pages}} = 4.86$ utterances per page <u>Spache Readability Formula</u> # words = 101 # utterances = 19 # unfamiliar words = 1 Grade Level = 1.6	Graphic style - solid line, color animation. Illustrations are: Clear. Simple. Realistic in a cartoon style. Well proportioned. Child oriented. Well laid out.* Characters are somewhat "blobby" and rounded. "Tiger and the Rocket" is <u>very</u> blobbed, perhaps to denote fantasy. Becky looks like a boy. *Pages are sometimes overcrowded, especially pages 13, 22, and 32, and those with rebus pictures, pages 4-22. Rebus of speaker appears beside spoken message to avoid the use of direct discourse. Facial expressions do not vary with emotion conveyed by message, which may be confusing to children. Illustrations are racially balanced and nonsexist.	The language of the first three stories is far more difficult than the chart categories seem to indicate. Children might think of more than one appropriate label for each rebus picture. Conjunctions are sometimes used incorrectly, resulting in a somewhat unnatural sounding message, i.e. <u>We can not stop the truck.</u> <u>And David can not stop it.</u> <u>The cat can stop it!</u> This could be rewritten as: <u>We cannot stop the truck.</u> <u>David cannot stop it, but</u> <u>the cat can stop it!</u> <u>I will get the (monkey) a (banana)</u> contains an indirect object and may be confusing. () = rebus

THEME

I. Topics.

- A. Childhood.
- B. Daily Life in the Neighborhood.

II. Components.

- A. Four children.
- B. Animals - dog, cat, monkey, fish, parrot, rabbit, tiger, elephant, giraffe, zebra, ostrich, hippo, turtle.
- C. Locations - house, backyard, school, park, concession, street corner, pet shop, zoo.
- D. Activities/adventures - trade school lunches, help capture a monkey, stop a runaway toy truck, play an imagination game with lions, visit a pet store, visit a zoo.

I Can
 The Merrill Linguistic Reading Program
 1975 Edition
 Level A
 Pages 6-8, 10-12, 14-16, 18-20 (12 stories)

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 Susan Shandelmier
 Teacher/Developer
 1979-1980

-1-

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V		Pat the cat, not the hat.	Hat on cat.
2. N + V _{be} + Adj = 4			Cat on mat.
3. N + V _{be} + N = 9			Hat-cat.
4. N + V _{tr} + N = 6			Cat-mat.
5. N + V _{intr} + N			
6. N + V + Prep/Adv = 23			
7. N + V _{st} + Adj			
8. N + V _{st} + N			
374			375

Kernel Sentences

N + V_{be} + Adj

1. Nat is fat.
2. Is Nat fat?
3. Is the cat fat?
4. The cat is fat.

N + V_{be} + N

1. Nat is a cat.
2. Nat is a fat cat.
3. Is Nat a cat?
4. Is the cat Nat?
5. The cat is fat Nat.
6. Is the cat Nat?
7. The cat on the mat is Nat.
8. The fat cat is Nat.
9. A hat is not a cat.

N + V_{tr} + N

1. Pat the cat.
2. Pat Nat on the mat.
3. Pat Nat, the fat cat.
4. Pat the hat!
5. Pat the hat, Nat.
6. Pat the bat.

N + V + Prep

1. A cat sat on a mat.
2. Is the cat on a mat?
3. A cat is on a mat.
4. A fat cat sat on a mat.
5. Is the mat on Nat?
6. Nat is on the mat.
7. A hat is on the cat.
8. The cat is on the mat.
9. Nat sat on the hat.
10. Is the hat on Nat?
11. The hat is not on Nat.
12. Nat is on the hat!
13. A hat is on a cat.
14. Is the hat on the mat?
15. The hat is not on the mat.
16. Is the cat on the hat?
17. The cat is not on the hat.
18. Nan, look at the hat.
19. The hat is on a mat.
20. Look at the bat.
21. Look at the bat on the mat.
22. Look at Nat.
23. Look at the hat.

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
pat - present look - " is - present irregular sat - past irregular	cat Nat mat hat bat	on at	fat	
	<u>Pronouns</u>	<u>Adverbs</u>	<u>Articles</u>	<u>Interjections</u>
		not	a the	Nat! Nat! Cat! Cat!

Question Forms

Morphemes

[Idioms] and Multiple Meanings

Inversions:

Is Nat a cat?
Is Nat fat?
Is the cat Nat?
Is a cat on a mat?
Is the cat fat?
Is the mat on Nat?
Is the hat on Nat?
Is the hat on the mat?
Is the cat on the hat?

Pat the cat. - pet

Pat the bat.

Wh Questions:

Negatives

330

331

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{272 \text{ words}}{64 \text{ utterances}} = 4.25$ words per utterance $\frac{64 \text{ utterances}}{12 \text{ pages}} = 5.33$ utterances per page <u>Spache Readability</u> <u>Formula</u> # words = 105 # sentences = 25 # hard words = 1 (mat) Grade Level = 1.28	None	Fragments and interjections are used frequently. No illustrations are present. Concrete meaning is not evident. Understood subjects in imperative sentences may not be understood.
382		383

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 33	You can <u>run</u> <u>and</u> <u>jump</u> . - verb	He likes to jump.	Down, little dogs, down!
2. N + V _{be} + Adj	You can <u>run</u> <u>and</u> <u>jump</u> <u>and</u> <u>ride</u> . - verb	The big man says, "I can't jump."	Down, big dogs, down!
3. N + V _{be} + N	The little <u>man</u> <u>and</u> the big <u>man</u> <u>sit</u> <u>and</u> <u>sit</u> <u>and</u> <u>sit</u> . - noun and verb	I like to sit.	
4. N + V _{tr} + N = 2	Jump, little dogs, jump! - sentence	He likes to run.	
5. N + V _{intr} + N	Sit, little dogs, sit! - sentence	He likes to ride.	
6. N + V + Prep/Adv		The little man says, "I can jump."	
7. N + V _{st} + Adj			
8. N + V _{st} + N			
384			385
			221

Kernel Sentences

N + V

1. I can jump.
2. Can you jump, too?
3. I can ride.
4. Can you ride, too?
5. I can run.
6. Can you run, too?
7. I can read.
8. Can you read, too?
9. You can't run.
10. You can run.
11. But you can't jump.
12. You can run and jump.
13. But you can't ride.
14. You can run and jump and ride.
15. But you can't fish.
16. Little dogs sit.
17. Big dogs jump.
18. Little dogs jump, too.
19. The little man jumps.
20. So he jumps.
21. But I can sit.
22. So I sit.
23. The little man runs.
24. So he runs.
25. And I can't run.
26. The little man rides.
27. The little man rides.
28. So he rides.
29. I can't run.
30. And I can't ride.
31. And I can run.
32. But I can't ride.
33. The little man and the big man sit and sit and sit.

N + V_{tr} + N

1. I like little dogs.
2. I like big dogs.

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
like(s) - present jump(s) - " sit - " runs - " rides - " says - " can jump - present modal can ride - " " can run - " " can read - " " can fish - " " can sit - " " to jump - infinitive to sit - " to run - " to ride - "	dogs man		little big	but and so
	<u>Pronouns</u> I you he	<u>Adverbs</u> too down	<u>Articles</u> the	<u>Interjections</u> And fish!

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: Can you jump, too? Can you ride, too? Can you run, too? Can you read, too?	dogs - plural <u>s</u> can't - negative contraction	You <u>can't</u> run. (are not allowed to) But you <u>can't</u> jump. (aren't able to)
<u>Wh</u> Questions:	<u>Negatives</u> can't	

390

391

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Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{58 \text{ utterances}}{28 \text{ pages}} = 2.04$ utterances per page $\frac{242 \text{ words}}{58 \text{ utterances}} = 4.17$ words per utterance <u>Spache Readability</u> <u>Formula</u> # words = 103 # utterances = 25 # unfamiliar words = 1 Grade Level = 1.6 (interpolated)	Graphic style - photographs; brightly colored drawings, with and without solid outlines; dots; hatching. Illustrations are: - Clear. - Simple. - Realistic and fantasized. - Child oriented; very appealing. - Fairly well proportioned. - Two dimensional. - Related to the printed text. Understanding of the language content is very dependent upon one's interpretation of facial features and actions. Layouts do not always contain background detail; therefore, characters sometimes appear to be moving through empty space. Most illustrations are two page picture spreads; in some cases the illustration only covers one fourth of the entire display.	<u>Can you jump, too?</u> <u>Can you ride, too?</u> <u>Can you run, too?</u> <u>Can you read, too?</u> - Each utterance is an inverted question containing an adverb and punctuation that is a bit complex.

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 5	<u>Kim and Kate</u> run, too. - noun subject	Kim runs to see Kate.	
2. N + V _{be} + Adj	So the little bird <u>jumps and jumps and jumps!</u> - verb	"Where are you, Kate?" calls Kim.	
3. N + V _{be} + N	And the little <u>bird and the big birds</u> fly home. - noun subject	"In the house," says Kate.	
4. N + V _{tr} + N = 11		So Kim runs in to see Kate.	
5. N + V _{intr} + N = 2		And Kate runs out to see Kim.	
6. N + V + Prep/Adv Prep = 8 Adv = 1		"Where are you, Kim?" calls Kate.	
7. N + V _{st} + Adj		"In the house," says Kim.	
8. N + V _{st} + N		So Kate runs in to see Kim.	
		And Kim runs out to see Kate.	
		I like to walk in the city.	
		I like to ride the bus.	
		I like to walk in the park.	
		"Fly, little bird," says a big bird.	
		"I can't fly," says the little bird.	

Kernel Sentences

N + V

1. The little bird sits.
2. "But I can walk."
3. "But I can run."
4. "But I can jump."
5. So the little bird jumps and jumps and jumps!

N + V_{tr} + N

1. But Kim can't see Kate.
2. And Kate can't see Kim.
3. Kim sees Kate.
4. And Kate sees Kim.
5. I can see funny things in the city.
6. What can you see in the city?
7. I can see funny things in the bus.
8. What can you see in the bus?
9. I can see funny things in the park.
10. What can you see in the park?
11. Can you see funny things, too?

N + V_{intr} + N

1. "I can fly home."
2. And the little bird and the big birds fly home.

N + V + Prep/Adv

1. A man rides up to the house.
2. The boys and girls run to the man.
3. Kim and Kate run, too.
4. The big birds fly up the hill.
5. So the little bird walks up the hill.
6. And the little bird walks down the hill.
7. The big birds fly to the city.
8. So the little bird runs to the city.
9. The big birds fly to the boy.

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Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
calls - present like - " walks - " jumps - " run(s) - " says - " rides - " sees - " sits - " are - present irregular fly - " " can see - present modal can fly - " " can walk - " " can run - " " can jump - " " to see - infinitive to walk - " to ride - "	Kim Kate house man boy(s) girl(s) city things bus park bird(s) hill home way	in up to to down	one funny big little	and but
	<u>Pronouns</u> you/(you) I what	<u>Adverbs</u> where so in out too n't	<u>Articles</u> a the	<u>Interjections</u>

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Question Forms	Morphemes	<u>[Idioms]</u> and <u>Multiple Meanings</u>
Inversions: Can you see funny things, too?	boys - plural s girls - " " things - " " birds - " " can't - negative contraction	I can <u>see</u> funny things in the city. - perceive with the eyes But Kim can't <u>see</u> Kate. - find Kim runs to <u>see</u> Kate. - visit "Where are you, Kate?" <u>calls</u> Kim. - yells "<u>In</u> the house," says Kate. - within an enclosed space I like to walk <u>in</u> the city. - within a general area And Kate runs <u>out</u> to see Kim. - outside A big man <u>rides up</u> to the house. - toward The big bird <u>flies up</u> the hill. - to a higher point I like to <u>ride</u> the bus. - be carried in A big man <u>rides up</u> to the house. - sits and maneuvers
<u>Wh</u> Questions: "Where are you, Kate?" calls Kim. "Where are you, Kim?" calls Kate. What can you see in the city? What can you see in the bus? What can you see in the park?	<u>Negatives</u> can't	"Fly, <u>little</u> bird," says big bird. - young; adult "I <u>can't</u> fly," says the little bird. - am not able to

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{306 \text{ words}}{48 \text{ sentences}} = 6.38$ words per sentence $\frac{48 \text{ sentences}}{22 \text{ pages}} = 2.18$ sentences per page <u>Spache Readability Formula</u> # words = 100 # sentences = 15 # hard words = 1 (can't) Grade Level = 1.9 402	Graphic style - 1. Color drawings and cartoons with and without solid outlines. 2. Black/white and color photography (1960's style). 3. Variation in style, texture, and color intensity produces variation in quality. Illustrations are: - Clear. - Fairly simple (although some are very busy) - Child oriented. - Two and three dimensional. - Not always well proportioned. - Realistic and fantasized. - Racially balanced. - Slightly sexist (all the little girls wear dresses, etc.) Layouts tend to be two page spreads. Characters and objects are often lost or mis-shapen by the center crease between pages. It is not always clear who is speaking. Relationship between language and illustrations is adequate.	Multiple meaning language. Use of prepositions to denote spatial relationships. Direct discourse - complex sentences and punctuation. "I can fly home." - transitive/intransitive verb confusion. 403

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V	Suzy sees the <u>house</u> , the <u>pony</u> , and the <u>fish</u> . - noun object	"It looks funny," says Bob.	
2. N + V _{be} + Adj	"I don't like your house, your <u>pony</u> , or your <u>fish</u> ," says Suzy. - noun object	"I like to paint funny things," says Suzy.	
3. N + V _{be} + N		"It looks funny to see a pony on a house," says Bob.	
4. N + V _{tr} + N = 10		"I like funny things," says Suzy.	
5. N + V _{intr} + N		"It looks funny to see a fish on a pony," says Bob.	
6. N + V + Prep/Adv		"A fish likes to live in a lake."	
7. N + V _{st} + Adj		"A pony can't run on a house," says Bob.	
8. N + V _{st} + N		"A pony likes to run in a park."	
		"I don't," says Bob.	
		"I don't like your house, your pony, or your fish," says Suzy.	
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Kernel Sentences

N + V_{tr} + N

1. Suzy paints a house.
2. "I don't like that."
3. Suzy paints a pony on the house.
4. "I don't like it."
5. Suzy paints a fish on the pony.
6. Bob paints a house.
7. He paints a pony in a park.
8. He paints a fish in a lake.
9. Suzy sees the house, the pony, and the fish.
10. "I like funny things."

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
paints - present looks - " like(s) - " says - " sees - " do - present irregular do like - present modal can live - " " can run - " " to paint - infinitive to see - " to live - " to run - "	Suzy house Bob things pony fish lake park	on in	funny your	and or
	<u>Pronouns</u> I that it he	<u>Adverbs</u> n't	<u>Articles</u> a the	<u>Interjections</u>

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions:	don't - negative contraction can't " " things - plural <u>s</u>	Suzy <u>paints</u> a house. - a picture of a house He <u>paints</u> a pony <u>in</u> a park. - a picture of a pony in a park etc. "A fish likes to live <u>in</u> a lake." "A pony likes to run <u>in</u> a park." Suzy paints a pony <u>on</u> the house. - on top of, above "It <u>looks</u> funny," says Bob. - appears "It looks <u>funny</u>," says Bob. - strange "I like to paint <u>funny</u> things," says Suzy. - silly
<u>Wh</u> Questions:	<u>Negatives</u> don't can't	

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{166 \text{ words}}{24 \text{ sentences}} = 6.92$ words per sentence $\frac{24 \text{ sentences}}{8 \text{ pages}} = 3.0$ sentences per page	Graphic style - solid line, color cartoon drawings, with and without hatching, and water color drawings. Illustrations are: Child oriented. Fantasized. Clear (hatching reduces sharpness). Detailed. Consistently proportioned. Two and three dimensional.	Direct discourse - complex sentences - elaborate punctuation Multiple meanings
<u>Spache Readability Formula</u> # words = 102 # sentences = 14 # hard words = 1 (don't) Grade Level = 1.9 412	Layouts are well balanced, but nearly all are two page picture spreads. "The Party" is not laid out well. Words and pictures are related, sometimes effectively, sometimes not. Color and texture are used very effectively. Illustrations would seem to hold high appeal for a child.	413 235

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 10	The low flame dies, and Eve sneezes. - sentence	See me eat meat. See me feed the seal. "Ray!" says Eve. "We need heat," she says. "No," says Neal. He says, "I'll row." Neal says, "We'll both row." Neal and Ray see Eve ride.	me
2. N + V _{be} + Adj = 1	They leave, and Eve rides home alone, - sentence		
3. N + V _{be} + N	<u>Neal and Ray</u> see Eve ride. - noun subject		
4. N + V _{tr} + N = 23	<u>He and Ray</u> row the boat home. - pronoun/noun subject		
5. N + V _{intr} + N			
6. N + V + Prep/Adv Prep = 3 Adv = 1			
7. N + V _{st} + Adj			
8. N + V _{st} + N			

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Kernel Sentences

N + V

1. We fly.
2. Lee smiles.
3. The night flight leaves.
4. The lights shine.
5. "Wait!"
6. Ray wades.
7. The flames rise.
8. The fire blazes.
9. She daydreams.
10. Neal waves.

N + V_{be} + Adj

1. "We're late."

N + V + Prep/Adv

1. He rides away.
2. The seaweed sails away.
3. Eve waits beside the fire.
4. "So we'll leave."

N + V_{tr} + N

1. See me.
2. Meet me.
3. He heats meat.
4. We eat meat.
5. We see feet.
6. See the seat.
7. See the seal.
8. We see the real feet.
9. He sees these.
10. Lee sees the lights.
11. Lee needs a meal.
12. Ray finds seaweed.
13. He lays the seaweed near the sea.
14. Eve sees waves.
15. "See the waves!"
16. He saves the seaweed.
17. Ray needs heat.
18. Neal lights a fire.
19. Ray lays the seaweed by the fire.
20. The heat dries the seaweed.
21. "We'll feed the fire."
22. Ray loads the boat.
23. He and Ray row the boat home.

Verbs — Tenses		Nouns	Prepositions	Adjectives	Conjunctions
smiles - present					
need(s) - "	will feed - future	meat	near	real	
sails - "	will leave - "	feet	by	night	and
waits - "	will row - "	seat	beside	low	
wades - "		seal		late	
saves - "	eat - verbal	Lee		both	
blazes - "	feed - "	lights			
daydreams - "	ride - "	meal			
dies - "		flight			
sneezes - "		Ray			
loads - "		seaweed			
waves - "		sea			
row - "		Eve			
see(s) - "		waves			
meet - "		heat			
heats - "		Neal			
eat - "		fire			
feed - "		flame(s)			
leave(s)- "		boat			
shine - "		home			
finds - "					
lays - "					
rides - "					
says - "					
lights - "					
rise - "					
are - present irregular					
fly - " "					
dries - " "					
		<u>Pronouns</u>	<u>Adverbs</u>	<u>Articles</u>	<u>Interjections</u>
		me	away	a	
		(you)	so	the	
		he	alone		
		we			
		these			
		I			

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Question Forms	Morphemes	<u>[Idioms]</u> and <u>Multiple Meanings</u>
Inversions:	feet - irregular plural lights - plural s waves - " " flames - " " we'll - pronoun /verb contraction I'll - " " " we're - " " "	See me eat <u>meat</u>. - hotdog He <u>heats</u> meat. - cooks the hotdogs He sees <u>these</u>. - shoes We <u>fly</u>. - in an airplane The seaweed <u>sails</u> away. - floats away in the ocean. He <u>saves</u> the seaweed. - grabs The <u>low</u> flame <u>dies</u>, and Eve sneezes. - small flame burns out See me <u>feed</u> the seal - give food to We'll <u>feed</u> the fire. - put fuel on
<u>Wh</u> Questions:	<u>Negatives</u>	<u>Multiple Usage</u> waves - noun and verb

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Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{180 \text{ words}}{49 \text{ utterances}} = 3.67$ words per utterance $\frac{49 \text{ utterances}}{23 \text{ pages}} = 2.13$ utterances per page <u>Spache Readability Formula</u> # words = 100 # utterances = 24 # hard words = 13 (wades, seaweed, heat, flame, rise, blazes, daydreams, low, sneezes, we'll, we're, leave, loads) Grade Level = 2.16 (interpolated)	Graphic style - solid line, color drawings; solid line, black and white drawings. Illustrations are: - Clear. - Detailed. - Three dimensional. - Realistic. - Humorous and serious. - Well proportioned. - Not always child oriented. Illustration occupies very small portion of each two page layout. Language/illustration relationship is adequate. An additional picture on each story page might be beneficial.	Learning to Read and Write contains a great many unusual words and is written at a high grade level, but it still reads in a very natural, non-confusing way.

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 6	The first crow <u>flew</u> high and <u>opened</u> his beak. - verb	One night a thief tried to steal some sheep.	
2. N + V _{be} + Adj = 2	The snail <u>hit</u> the road and <u>split</u> . - verb	"Rrr, rrr, rrr!" said the beagle.	
3. N + V _{be} + N	The other crow <u>came</u> and <u>ate</u> the snail. - verb	"Sh!" said the thief.	
4. N + V _{tr} + N = 6	"You will hit things, and it will hurt." - sentence	"Rrr, rrr, rrr," he said.	
5. N + V _{intr} + N	Soon it <u>slid</u> over a cliff and <u>was</u> nearly <u>killed</u> . - verb	"I hope my owner will hear me."	
6. N + V + Prep/Adv Prep = 3 Adv = 9	It <u>broke</u> its string and <u>tried</u> to sail higher - verb	He made the thief go away.	
7. N + V _{st} + Adj		A crow tried to open a snail.	
8. N + V _{st} + N		"If the snail hits the road, it will split."	
		"I'll wait here to see."	
		The tail of a snake wished to go first.	
		"No," said the snake to its tail.	
		"I don't care," said the tail.	
		"I'm going to go first."	
		"I made a mistake," it said to the snake.	
		"I'm a fine flier," it said.	
		"If I broke my string, I'd sail even higher."	
		"No," said the string.	
		"I think you need me."	
		"Silly string!" said the kite.	
		"My string was right," it said.	
		<u>Compound-Complex Sentence</u>	
		"Fly high with the snail," she said, "and open your beak."	

Kernel Sentences

N + V

1. The owner did.
2. "You don't hear."
3. You don't see.
4. You don't think.
5. And it did.
6. "We'll see."

N + V_{be} + Adj

1. The owner was asleep.
2. The tail was dizzy.

N + V_{tr} + N

1. He threw meat to the beagle.
2. The beagle didn't eat the meat.
3. He hit it with his beak.
4. He bit it.
5. He kicked it.
6. She played a sly trick.

N + V + Prep

1. So the snake glided to the rear.
2. A paper kite was tied to a string.
3. Soon it was gliding into the sea.

N + V + Adv

1. A beagle was tied nearby.
2. "Go away!"
3. It still didn't split.
4. Another crow came by.
5. "You go first."
6. It flew high in the sky.
7. "You aren't really flying alone."
8. It didn't sail higher.
9. It sailed lower.

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Verbs — Tenses		Nouns	Prepositions	Adjectives	Conjunctions
hits - present	was tied - past progressive	thief	to	some	and
open - "	was gliding - " "	beagle	with	asleep	if
hope - "	was killed - " "	night	into	my	
think - "		sheep	of	his	
need - "	did eat - past modal	owner	over	first	
	did split - " "	meat		other	
fly - present irregular	did sail - " "	crow(s)		another	
am/are - " "	would sail - " "	snail		sly	
		beak		your	
am going - present progressive		trick		its	
are flying - " "		road		dizzy	
		tail		paper	
do hear - present modal		snake		fine	
do see - " "		things		silly	
do think - " "		rear		right	
do care - " "		cliff			
		mistake			
tried - past	will hear - future	kite			
kicked - "	will split - "	string			
played - "	will wait - "	sky			
opened - "	will hit - "	flier			
wished - "	will hurt - "	sea			
glided - "	will see - "	no			
sailed - "					
was - past irregular	to steal - infinitive	<u>Pronouns</u>	<u>Adverbs</u>	<u>Articles</u>	<u>Interjections</u>
said - " "	(to go) - "	you/(you)	one night	a	Rrr, rrr, rrr!
go - " "	to open - "	he	nearby	the	Sh!
threw - " "	to see - "	I	away		
did - " "	to go - "	me	n't		
made - " "	to sail - "	it	still		
hit - " "		she	by		
bit - " "		we	here		
came - " "			high/higher		
split - " "			first		
slid - " "			so		
broke - " "			soon		
			nearly		
			even		
			really		
			alone		
			lower		

Question Forms	Morphemes	<u>[Idioms]</u> and <u>Multiple Meanings</u>
Inversions:	I'll - pronoun/verb contraction I'm - " " I'd - " " we'll - " " didn't - negative contraction don't - " " aren't - " " crows - plural <u>s</u>	[One night] a thief tried to steal some sheep. Another crow [came by] . She [played a sly trick] . He hit it with his beak.- using Fly high <u>with</u> the snail. - accompanying If the snail <u>hits the road</u>, it will split. I'll wait here to <u>see</u>. - find out You don't <u>see</u>. - perceive with the eyes "You go <u>first</u>." - before me Me <u>first</u>!
<u>Wh</u> Questions:	<u>Negatives</u>	So the snake <u>glided to the rear</u>. - moved backwards He <u>made</u> the thief go away. - forced to I <u>made</u> a mistake. - produced If I broke my string, I'd <u>sail even higher</u>. - fly much "My string was <u>right</u>," it said. - correct

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{304 \text{ words}}{53 \text{ sentences}} = 5.74$ $\frac{53 \text{ sentences}}{4 \text{ pages}} = 13.25$ words per sentence sentences per page <u>Space Readability</u> <u>Formula</u> # words - 103 # sentences = 17 # hard words = 7 (snail, split, crow, snake, glide, rear, dizzy) Grade Level = 2.3 432	Graphic style - solid line, color, and black and white drawings. Illustrations are: - Clear. - Detailed. - Three dimensional. - Realistic and fantasized. - Not always child oriented. - Sometimes lacking in background detail. - Diverse in scope. - Well proportioned. Layouts devote only a small portion of each two page spread to the illustrations.	Vocabulary, sentence length, and number of sentences per page make <u>Reading and Writing</u> very difficult material for language delayed children. These two sentences personify inanimate objects: "No," said the string. "Silly string!" said the kite. 433

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V	Do <u>Hal</u> <u>and Bob</u> see the tan hat? — noun subject	Hal said, "Look Bob."	
2. N + V _{be} + Adj =2	Yes, Hal and Bob do see the tan hat. - noun subject	Bob said, "I see the tan hat." Hal said, "The man is Sam."	
3. N + V _{be} + N			
4. N + V _{tr} + N = 4			
5. N + V _{intr} + N			
6. N + V + Prep/Adv Prep. = 7			
7. N + V _{st} + Adj			
8. N + V _{st} + N			
434			435 246

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Kernel Sentences

N + V_{be} + Adj

1. The hat is tan.
2. The man is fat.

N + V_{tr} + N

1. I see a hat.
2. Do Hal and Bob see the tan hat?
3. Yes, Hal and Bob do see the tan hat.
4. "Yes, Sam has a tan hat."

N + V + Prep/Adv

1. "Look at the tan hat."
2. "The hat is on the man."
3. The tan hat is on Sam.
4. Look at the tan hat.
5. The tan hat is on the mat.
6. Look at the man.
7. The fat man is on the mat.

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Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
look - present see - " is - present irregular has - " " said - past irregular do see - present modal	hat Hal Bob man Sam mat	at on	tan fat	and
	<u>Pronouns</u> I (you)	<u>Adverbs</u>	<u>Articles</u> a the	<u>Interjections</u>

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Question Forms	Morphemes	[Idioms] and <u>Multiple Meanings</u>
Inversions: Do Hal and Bob see the tan hat?		
<u>Wh</u> Questions:	<u>Negatives</u>	

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Word Complexity

$\frac{92 \text{ words}}{16 \text{ sentences}} = 5.75$
words
per
sentence

$\frac{16 \text{ sentences}}{4 \text{ pages}} = 4$
sentences
per page

Spache Readability
Formula

words = 107
sentences = 19
hard words = 2
(tan, mat)

Grade Level = 1.8

Illustrations

Graphic style - solid line etchings and cartoons in pink and black on white.

Illustrations are:

- Clear.
- Simple.
- Realistic and fantasized.
- Three dimensional.
- Well proportioned.
- Not always child oriented.

Layouts are well balanced.

Layouts give more emphasis to words than pictures.

Clothing and hair styles are dated.

Animals are very appealing.

A few hard words are printed inside of rebus silhouettes - a very effective technique.

Characters and objects sometimes appear to be standing in midair due to the absence of background detail.

Relation between words and pictures is adequate but could be more effective.

Present action is sometimes described using past tense. (see "Nan and Lon")

Illustration quality is excellent.

Difficult Structures/Problem Areas

It is not always apparent who is speaking, e.g. 'I see a hat,' page 5.

It is not always apparent who is being spoken to, e.g. 'Look at the tan hat,' page 7.

Direct discourse presents complex sentences, complex punctuation, and two tenses in each statement. Past and present tenses are listed inconsistently (see pages 16, 78, and 79).

The vocabulary words used throughout the book fit the phonetic patterns being emphasized, but the words are odd choices for the first grade level, e.g. log, belt, hot rod, gas, rag, tag, van, vacuum cleaner, fog, Nan, Lon, Bim.

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 1	<u>Don, Nat, Dan, and Dot</u> ran to see the band. — noun subject	Dot said, "Dan, look at the band." Dan said, "Yes, this is a good band." Don, Nat, Dan, and Dot ran to see the band. Don said, "My, look at the band." Nat said, "Yes, it is a big band." Dan said, "And it is a good band." Tam said, "It is a big band." Tad said, "Yes, and it is a good band." Fat said, "It is a good band." Tam said, "Fat can not see the band." "He is not as big as I am." Tad said, "Fat can not see the band." Dot said, "You can sit on this van." Fat said, "I can see the band."	
2. N + V _{be} + Adj = 3	Dot ran after <u>Don, Nat, and</u> <u>Dan</u> . — object of preposition		
3. N + V _{be} + N = 13	<u>Tad and Tam</u> saw the band — noun subject		
4. N + V _{tr} + N = 5	Dot <u>saw him and got him</u> . — verb		
5. N + V _{intr} + N			
6. N + V + Prep/Adv Prep. = 4			
7. N + V _{st} + Adj			
8. N + V _{st} + N			

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Kernel Sentences

N + V

1. Dot saw him and got him.

N + V_{be} + N

1. I am Don.
2. I am a boy.
3. My dog is Tad.
4. I am Nat.
5. My dog is Fat.
6. I am Dan.
7. My ram is Tam.
8. I am Dot.
9. I am a girl.
10. My doll is Lot.
11. "It is a big band."
12. "Is it a big band?"
13. "Yes, it is a big, big band!"

N + V_{be} + Adj

1. "The band is not bad!"
2. Fat was sad.
3. Fat was happy.

N + V_{tr} + N

1. I have a dog.
2. I have a ram.
3. I do not have a dog.
4. I do not have a ram.
5. I have a (doll).

N + V + Prep

1. Ted ran after Don.
2. Fat ran after Nat.
3. Tam ran after Dan.
4. Dot ran after Don, Nat, and Dan.

() = rebus + word

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
look - present is/am - present irregular have - " " do have - present modal can see - " " can sit - " " said - past irregular ran - " " saw - " " was - " " got - " " to see - infinitive	Don boy dog Tad Nat Fat Dan ram Tam Dot girl doll Lot band Tam van	at after as big as on	my good big said this happy	and
	<u>Pronouns</u> I (you)/you this it he him	<u>Adverbs</u> not yes	<u>Articles</u> a the	<u>Interjections</u> Dan - Direct address

-4-

Question Forms	Morphemes	<u>[Idioms]</u> and <u>Multiple Meanings</u>
Inversions: "Is it a big band?"		My dog is <u>Fat</u>. (Fat is a skinny little dog.) "The band is [<u>not bad</u>]!" "Yes, this is a <u>good</u> band." "It is a <u>big</u> band." Tad <u>ran after</u> Don. Don said, " [<u>My</u>], look at the band." Tad and Tam <u>saw</u> the band. Dot <u>saw</u> him and <u>got</u> him.
<u>Wh</u> Questions:	<u>Negatives</u> not	<u>Multiple Usage</u> this - pronoun and adjective my - adjective and interjection

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{269 \text{ words}}{45 \text{ sentences}} = 5.98$ words per sentence $\frac{45 \text{ sentences}}{9 \text{ pages}} = 5$ sentences per page <u>Spache Readability Formula</u> # words = 100 # sentences = 15 # hard words = 2 (ram, van) Grade Level = 2.0	Graphic style - solid line pencil etchings in green and black on white and green. Illustrations are: - Roughly drawn - Simply detailed. - Realistic and fantasized. - Three dimensional. - Well proportioned. Layouts give more emphasis to words than pictures. A few hard words are printed inside of rebus silhouettes, a very effective technique. Characters and objects sometimes appear to be standing in midair due to the absence of background detail. Facial features do not always convey the emotional content of the printed text. Speakers are not always present on the page. Relation between words and pictures is adequate but could be more effective.	Complex sentences - - Direct discourse, which combines past and present tenses together and presents elaborate punctuation. - Infinitives. - Comparatives. Numerous exercise pages are based on phrases rather than sentences and are very wordy.

Kernel Sentences

Compounds

Complex Sentences

Sentence Fragments

1. N + V

Bud and Gus sat by a big pond. — noun subject

2. N + V_{be} + Adj = 1

Bud and Gus got up and ran to look at the tug. — verb and noun subject

3. N + V_{be} + N = 5

He saw Bud and Gus on the dam. — noun object

4. N + V_{tr} + N = 14

I have the log, but I do not have a (rope). — sentence

5. N + V_{intr} + N

Bud and Gus got on the tug. — noun subject

They ran and had fun in the sun. — verb

6. N + V + Prep/Adv
Prep. = 7

Tam saw a mud (puddle), but Sid did not see it. — sentence

7. N + V_{st} + Adj

The kid ran and lit in it. — verb

8. N + V_{st} + N

He sat and sat, so he got fat. — verb and sentence

They ran up and down the rug. — preposition

They ran up and down the (table). — preposition

They ran up and down the (stairs). — preposition

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Bud said, "Look, Gus."

"Look at the tug go up the pond to the dam."

Bud and Gus got up and ran to look at the tug.

The tug had to land the log on the dam.

The tug man said, "Give me a hand, boys."

Bud said, "It's fun to give the tug man a hand."

Gus said, "It's fun to run a tug."

Tam said, "Look at you, Sid."

Kittycat said, "Come on, fat cat."

"You can't run as fast as a kittycat, you see."

Cad got so hot, he had to stop.

Compound - Complex

The tug man said, "Hop on the tug, boys, and give me a hand."

() - rebus + word

455

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Kernel Sentences

N + V_{be} + Adj

1. Tam was fond of Sid.

N + V_{be} + N

1. His pal was Sid.
2. Sid was a kid.
3. You are a funny kid.
4. "You are a muddy kid."
5. Cad was a big cat.

N + V_{tr} + N

1. On the pond they saw a tug.
2. Up the pond they saw a mud dam.
3. On the tug they saw a big log.
4. But a big wind hit the tug.
5. The tug man put a (hook) on the log.
6. He saw Bud and Gus on the dam.
7. Do you see the (rope) on the dam?
8. "Can you hand it to me?"
9. The boys got the (rope).
10. The tug man had a rig.
11. The rig put the log on the dam.
12. Tam had a pal.
13. You can't catch me.
14. Why can't the cat catch the kittycat?

N + V + Prep

1. Bud and Gus sat by a big pond.
2. The log lit in the pond.
3. Bud and Gus got on the tug.
4. The cat ran after Kittycat.
5. They ran up and down the rug.
6. They ran up and down the (table).
7. They ran up and down the (stairs).

() = rebus + word

-3-

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
look - present give - " hop - " come - " see - " is/are - present irregular have - " " do have - present modal do see - " " can hand - " " can catch - " " can run - " " was - past irregular sat - " " saw - " " said - " " got - " " ran - " " had - " " hit - " " lit - " " put - " " did see - past modal (to) go - infinitive to look - " to land - " to give - " to run - " to stop - "	tug Cad Bud Kittycat/ Gus kittycat pond rug dam (table) log (stairs) wind man (hook) hand boys (rope) rig fun kid Tam pal Sid sun (puddle) cat	by on up at to in of as fast as after down	big mud/muddy tug fond funny fat hot	and but so
	<u>Pronouns</u> they (you)/you he me I it him	<u>Adverbs</u> up not/n't on so why	<u>Articles</u> a the, () = rebus + word	<u>Interjections</u> Bam!

-4-

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: Do you see the rope on the dam? "Can you hand it to me?"	boys - plural <u>s</u> stairs - " can't - negative contraction	On the pond they saw a tug. On the rug they saw a big log. He saw Bud and Gus <u>on</u> the dam. The man put a hook <u>on</u> the log. Kittycat said, "[Come <u>on</u>], fat cat." [Hop <u>on</u>] the tug, boys, and [give me a hand] . Can you <u>hand</u> it to me?
Wh Questions: Why can't the cat catch the kittycat?	<u>Negatives</u> not can't	They <u>ran</u> to give it to him. It's <u>fun</u> to <u>run</u> a tug. The cat <u>ran after</u> Kittycat. You can't run as fast as a kittycat, [you see] but Sid did not <u>see</u> it. Tam said, "[Look at you], Sid." They ran <u>up</u> and <u>down</u> the rug. They ran <u>up</u> and <u>down</u> the stairs. They ran <u>up</u> and <u>down</u> the table. <u>Up</u> the pond they saw a mud dam. Bud and Gus <u>got up</u> and The boys <u>got</u> the rope. Bud and Gus <u>got on</u> the tug. He sat and sat, so he <u>got</u> fat. Sid was a <u>kid</u>. I <u>have</u> a log, but They ran and <u>had fun</u> in the sun. The tug <u>had to land</u> the log on the dam. The log <u>lit in</u> the pond. The kid ran and <u>lit in</u> it. But a <u>big</u> wind hit the tug. Cad was a <u>big</u> cat. Bud and Gus sat <u>by</u> a <u>big</u> pond. <u>Multiple Usage</u> tug - noun and adjective on/up - preposition and adverb so - adverb and conjunction to - preposition and infinitive

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{232 \text{ words}}{51 \text{ sentences}} = 4.95 \text{ words per sentence}$ $\frac{51 \text{ sentences}}{9 \text{ pages}} = 5.67 \text{ sentences per page}$ <u>Spache Readability Formula</u> # words = 105 # sentences = 13 # hard words = 6 (bam, lit, tug, hook, dam, rig)	Graphic style - solid line pencil etchings in red and black on white or pink. Illustrations are: Clear. Simple in content but elaborate in detail. Realistic and fantasized. Two and three dimensional. Humorous and serious. Somewhat outdated in style and role. Not well proportioned. Rebus pictures are excellent. Layouts emphasize words more than pictures; pictures are small, words are large. Characters and objects float through midair, lacking baselines. Speakers are not always present. Language and illustrations are not always supportive of one another.	Complex sentences - direct discourse infinitives comparitives clauses Compound/complex sentence Irregular past tenses Idioms, multiple meanings, and multiple usage Rhymes Unusual and meaningless words - bam, bop, zigzag, rip-a-mat Inverted word order - 'On the pond they saw a tug.' (page 23) Exercise pages appear somewhat meaningless.

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V	He <u>got</u> <u>her</u> <u>and</u> <u>swam</u> back to land. - verb	"Don't step off the log," Stan said. Stan put the kitty on his lap to pet her. "Look, Jan," she said. "It's a robin," said Jan. Jan said, "Jan, don't let the cat catch the little robin." Jon said, "Clap your hands, Jan." He was set to grab the little robin. "Where did it go?" said the kitty. "You are a smart kitty!" said the kitty. "Can you spin if I do this with the rag?" "Can I make you go zigzag too?" "What a kitty!" said Stan. The kitty went, "Meow!"	What a kitty!
2. N + V _{be} + Adj = 1	The rag went <u>zig</u> <u>and</u> <u>zag</u> . - adverb		
3. N + V _{be} + N	The kitty went <u>zig</u> <u>and</u> <u>zag</u> . - adverb		
4. N + V _{tr} + N = 17	"Can you <u>get</u> up on your back legs <u>and</u> <u>step</u> like me?: - verb		
5. N + V _{intr} + N	The rag went <u>up</u> <u>and</u> <u>down</u> . - adverb		
6. N + V + Prep/Adv Prep. = 10 Adv. = 17		Compound-Complex	
7. N + V _{st} + Adj		Stan said, "You can make a grab at the rag, but I can snap it back."	
8. N + V _{st} + N			

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Kernel Sentences

N + V_{be} + Adj

1. He was flat in the mud.

N + V_{tr} + N

1. He did a big flip.
2. He had a funny look.
3. He saw a little kitty out on a log.
4. The kitty had a sad look.
5. She put her little white paw down on the water.
6. She took her paw back.
7. She put it down.
8. She took it back.
9. "I can get you back on land."
10. Jan saw a little bird.
11. Cad, the cat, saw the little bird, too.
12. The twins saw Cad.
13. Stan had a little rag.
14. He slid it by the kitty.
15. Her little white paw went flit! flit!
16. She took step after step on her back legs.
17. (Can you give this kitty a good name?)

N + V + Prep

1. Ted ran after Pep.
2. The pig fled into the mud.
3. Pep sat at one end of the mud puddle.
4. He sped like a fish to the log.
5. "Look at the little bird on the little twig."
6. He went up the tree after the robin.
7. The cat was by the little twig.
8. His paw was on the twig.
9. The kitty ran after the rag.
10. She spun like a top.

N + V + Prep

1. Stan went down to the pond.
2. The log was out in the water.
3. Stan swam out to get the kitty.
4. She went "Pr-r-r-r-r-r-r!"
5. "The little bird will fly off."
6. The twins went clap-clap, clap-clap.
7. But the robin didn't fly off.
8. It sat oh-so-still.
9. But the twig was too little for the cat.
10. Snap went the twig!
11. Down went the cat!
12. Off went the little bird.
13. Snap went the rag.
14. The rag went zig and zag.
15. The kitty went zig and zag.
16. The rag went up and down.
17. The kitty went up after it.

Prepositions

Adjectives

Conjunctions

end	legs
Ted	step
Pep	name
pig	twins
mud	robin
flip	Jan
puddle	bird
look	Jon
kitty	twig
jam	Cad
Stan	cat
pond	tree
log	hands
water	
paw	
land	
fish	
lap	
rag	
grab	
top	

Pronouns

him
it
he
I
you/(you)
who
she
her
this
me

Adverbs

up
down
out
back
n't
pr-r-r-r-r-r-r-r
flit
snap
where
zigzag
too
zig
zag
meow
off
clap-clap
oh-so-still

Articles

a
the

Interjections

Zip!
Bam!
flit!
Meow! Meow!

Direct Address

Pep
Jon
Jan

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Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: "Can you spin if I do this with the rag?" "Can I make you go zigzag too?" Can you give this kitty a good name?"	it's - pronoun verb contraction don't - negative contraction didn't - " " legs - plural <u>s</u> twins - " hands - "	He had a <u>funny</u> look. It was <u>funny</u> to see Ted ran <u>after</u> Pep. The <u>kitty</u> went <u>up</u> <u>after</u> it. He <u>went</u> <u>up</u> the tree <u>after</u> the robin. She <u>went</u> "Pr-r-r-r-r-r-r." Get <u>rid</u> of the funny look, Pep. He <u>got</u> her and swam back to land. Can you <u>get</u> <u>up</u> on your back legs. She <u>took</u> <u>step</u> <u>after</u> <u>step</u> She <u>took</u> <u>it</u> <u>back</u>. I can <u>get</u> <u>you</u> <u>back</u> <u>on</u> land. Stan put the kitty on his lap' Look <u>at</u> the little <u>bird</u> <u>on</u> the twig. Pep <u>sat</u> <u>at</u> <u>one</u> <u>end</u> of the mud puddle. <u>it's</u> <u>you</u> <u>who</u> <u>will</u> <u>come</u> <u>to</u> <u>a</u> <u>muddy</u> <u>end</u>.
Wh Questions: "Where did it go?" said the kitty.	<u>Negatives</u> don't didn't	Kitty [<u>in</u> a Jam.] and slid <u>in</u> the mud. The log was out <u>in</u> the water. He saw a little <u>kitty</u> out on a log. Stan swam <u>out</u> to get the <u>kitty</u>. Ted sat <u>up</u>. Can you <u>get</u> <u>up</u> The rag went <u>up</u> <u>and</u> <u>down</u>. Down went the cat. Stan went <u>down</u> to the pond. She <u>put</u> <u>it</u> <u>down</u>. He saw a little kitty She took <u>her</u> <u>little</u> white paw You can <u>make</u> <u>a</u> <u>grab</u>.... (continued)

-4- (continued)

Question Forms	Morphemes	<u>[Idioms]</u> and <u>Multiple Meanings</u>
Inversions:		Can I <u>make</u> you go zigzag too? She <u>[spun like a top]</u> . Cad, the cat, saw the little bird <u>too</u>. But the twig was <u>too</u> little.... He slid it <u>by</u> the kitty. The cat was <u>by</u> the little twig. The little bird will <u>fly off</u>. <u>Off</u> went the little bird. It sat <u>[Oh-so-still]</u> . Can you <u>give</u> this kitty a <u>good</u> name?
<u>Wh</u> Questions:	<u>Negatives</u>	<u>Multiple Usage</u> mud - noun and adjective look - noun and verb grab - noun and verb step - noun and verb to - preposition and infinitive off - preposition and adverb her - adjective and pronoun this - adjective and pronoun

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Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{475 \text{ words}}{69 \text{ utterances}} = 6.98$ words per utterance $\frac{69 \text{ utterances}}{9 \text{ pages}} = 7.67$ utterances per page <u>Spache Readability</u> <u>Formula</u> # words = 106 # sentences = 15 # hard words = 14 (lap, pr-r-r-r-r-r, rag, slid, kitty, flit, grab, snap, smart, spin, spun, zig, zag, zigzag) Grade Level = 3.0	Graphic style - green and black pencil drawings on white and green. Illustrations are: Sometimes clear, sometimes fuzzy. Simple in content, elaborate in detail. Three dimensional. Realistic and fantasized. Serious and humorous. Outdated in style. Well proportioned. Characters and objects float in midair due to the lack of background detail. Layouts emphasize words more than pictures; words are large, pictures are small. Rebus pictures are excellent. Illustrations do not adequately reinforce language. There are very few illustrations per written message.	Onomatopoeia - pr-r-r-r-r-r-r bam zip flit meow zigzag clap-clap snip-snip clip-clop beep-beep Complex sentences - direct discourse infinitives phrases conditionals compound-complex Idioms, multiple meanings, and multiple usage Irregular and unusual verbs Punctuation - commas, periods, apostrophes, question marks, exclamation points, quotation marks, dashes, colons, parentheses Rhymes and tongue twisters The language in <u>Book 5</u> is frequently nonsensical with many exercise pages based on phrases. The language disordered child may have difficulty comprehending this material.

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 1	<u>Gramp and I</u> went to the woods to camp. - subject	Stan said to his pals, "Come on, boys." It cost a lot to rent a tent.	
2. N + V _{be} + Adj	The hawk had its eyes on the puppy, but the puppy didn't see the hawk. - sentence	The boys spent all they had for it. They went to put up the tent.	
3. N + V _{be} + N = 2	The puppy was glad to be <u>in</u> the grasp of Wes <u>and</u> not <u>in</u> the clasp of the hawk. - preposition	Stan said, "We don't have a rod." "Let's put it up with my fishing rod." Gramp and I went to the woods to camp.	
4. N + V _{tr} + N = 11		It was my job to set up the tent. Gramp said to me, "Set up the tent by the stump." I said to him, "Gramp, why don't you set up the tent?"	
5. N + V _{intr} + N	I can call you <u>Muff</u> or <u>Fluff</u> . - noun	"Let me set up the rest of the camp." With a grin he said, "O.K., Little Leader." The puppy went to lap up the water.	
6. N + V + Prep/Adv Adv. = 5		Wes saw the hawk come in fast. He saw it get set to grab up the puppy.	
7. N + V _{st} + Adj		Wes saw the puppy jump. The hawk cut his scalp as it went past.	
8. N + V _{st} + N		Wes went to help him. He held the puppy as the hawk went back up into the sky.	
		The puppy was glad to be in the grasp of Wes and not in the clasp of the hawk!	
		She said to her, "You are a soft kitty." Let me see.	
		When Pam went for a swim, Muff went for a swim too.	
		When Pam went to play with a dog, Muff went to play with him too.	
		"You ARE an odd ball," said Pam.	
		"Tell me, will you act like that when you are a cat?"	
		<u>Compound-Complex</u>	
		"Let's go fishing, and let's rent a tent."	
		"You like water, and you don't run when you see a dog."	

Kernel Sentences

N + V

1. But the rod bent.

N + V_{be} + N

1. "The best name for you is Muff!"
2. Muff was an odd kitty.

N + V_{tr} + N

1. Stan put the tent on the end of his fishing rod.
2. The boys gave him a hand.
3. Clamp the tent to its pegs.
4. Wes saw a little puppy by the pond.
5. Wes saw a big hawk up in the sky.
6. Wes let out a gasp.
7. Then he let out a yell!
8. The puppy felt the gust of wind from the wings of the hawk.
9. The puppy let out a yelp.
10. Pam had a little kitty.
11. I can call you Muff or Fluff.

N + V + Prep/Adv

1. Where was the big rod?
2. Down went the tent.
3. Down went the boys under it.
4. "Then stamp down the grass by the tent."
5. You look just like a ball of black fuzz.

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Verbs — Tenses		Nouns	Prepositions	Adjectives	Conjunctions
clamp - present	will act - future	tent fuzz	to	his	and
look -		Stan name	by	big	but
like - "		pals Muff	for	my	as
stamp down* - "	to rent/	boys Fluff	with	fishing	or
come - "	rent - infinitive	fishing swim	on	its	when
see - "	to put/	pond dog	of	little	
tell - "	put - "	rod water	under	glad	
set up* - "	to be - "	end cat	in	odd	
	to play - "	hand puppy	from	soft	
is/are - present irregular	to camp - "	Gramp hawk	into	black	
let -	to grab - "	woods Wes	like	best	
" "	to help - "	job sky			
	to lap up* - "	stump eyes			
can put - present modal	to set up/	pegs gasp			
can call - " "	set up - "	grass yell			
do have - " "	go - "	rest gust			
do run - " "	come - "	camp wind			
do set up* - " "	help - "	grin wings			
must give - " "	jump - "	Little Leader			
was - past irregular		ball yelp			
said - " "	fishing - verbal	Pam scalp			
cost - " "		kitty grasp			
spent - " "		clasp			
had - " "		<u>Pronouns</u>	<u>Adverbs</u>	<u>Articles</u>	<u>Interjections</u>
went - " "		(you)/you	on	a	
put - " "		us	up	an	
gave - " "		we	a lot	the	<u>Direct Address</u>
bent - " "		it	where		Gramp
saw - " "		all	n't/not		Little Leader
felt - " "		they	down		boys
cut - " "		him	why		
ran - " "		I	in		
held - " "		me	fast		
let out* - "		she	then		
		her	past		
		that	back		
			just		
			too		

* verb + particle

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions:	pals - plural <u>s</u> boys - " woods - " pegs - " eyes - " wings - " let's - verb contraction don't - negative contraction didn't - " "	[Come on] boys. Wes saw the hawk come in fast. <u>Let's</u> go fishing. <u>Let</u> me see. Wes <u>let out</u> a gasp. Gramp, [why don't you] <u>set up</u> the tent? He saw it <u>get set</u> to <u>grab up</u> the puppy. Let's <u>put it up with</u> my fishing rod. With a grin he <u>said</u>.... The boys [gave him a hand] . The hawk [had its eyes on] the puppy. When Pam [went for a swim] Down <u>went</u> the tent. Gramp and I <u>went</u> to the woods.
Wh Questions: Where was the big rod? I said to him, "Gramp, why don't you set up the tent?"	<u>Negatives</u> don't - negative contraction didn't - " "	The boys spent [all they had] for it. I can <u>call</u> you Muff or Fluff. You are an [odd ball] . I must <u>give</u> you a name. [Tell me,] will you act like that when you are a cat? ... <u>in</u> the grasp of Wes. Then stamp <u>down</u> the grass. A number of prepositions and adverbs are also used multiply but will not be listed here. <u>Multiple Usage</u> on - preposition and adverb in - " " " fishing - noun, verbal, and adjective

Word Complexity

Illustrations

Difficult Structures/Problem Areas

$\frac{319 \text{ words}}{37 \text{ sentences}} = 8.62$
words
per
sentence

$\frac{37 \text{ sentences}}{4 \text{ pages}} = 9.25$
sentences
per page

Spache Readability
Formula

words = 113
sentences = 12
hard words = 10
(hawk, didn't, grab,
gasp, yell, gust,
yelp, scalp, grasp,
clasp)

Grade Level = 2.9

Graphic style - solid line pencil drawings in black and orange on white.

Illustrations are:

Clear.

Simple in content, elaborate in detail.

Realistic in content but not in character portrayal.

Three dimensional.

Well proportioned.

Layouts emphasize words over pictures; pictures are very small in relation to words.

Characters and objects appear to be standing in mid air due to the absence of background detail.

Illustration quality is excellent. Illustration/language relationship is adequate. More pictures of settings would benefit children with reading problems.

Difficult vocabulary

Idioms and multiple meanings

Meaningless repetitive exercise pages based on phrases

Poems which have nonstandard word order

Question pages which present many concepts, few pictures

Inconsistent tense usage (page 37)

paragraph rules

Punctuation - periods, commas, question marks, exclamation points, quotation marks, apostrophes, dashes

Complex sentences - discourse, infinitives, phrases, clauses, verbals, compound-complex sentences

Passive voice

Jumping Jamboree
 Basics in Reading
 Scott, Foresman and Company
 1978 Edition
 Level PP2

© Project C.U.E., Title IV-C
 Susan Shandelmier
 Teacher/Developer
 1979-1980

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Kernel Sentences Pages 5-7, 10-13, 16-18, 21-24
 Compounds

Complex Sentences

Sentence Fragments

1. N + V = 5	Bears like <u>vegetables and meat.</u> — noun object		
2. N + V _{be} + Adj			
3. N + V _{be} + N			
4. N + V _{tr} + N = 22			
5. N + V _{intr} + N			
6. N + V + Prep/Adv Prep. = 12			
7. N + V _{st} + Adj			
8. N + V _{st} + N			
436		437	272

Kernel Sentences

N + V

1. Look!
2. Kangaroos jump.
3. Zebras run.
4. Monkeys jump.
5. Bears run.

N + V_{tr} + N

1. I see a duck.
2. What do you see?
3. I see a face?
4. Now I see a puppy.
5. I see a monkey.
6. Now I see a bear.
7. I see rain.
8. The boy opened the door.
9. The girl opened the door.
10. Put the pig in the wagon.
11. I will take the pig for a ride.
12. Take the pail for a ride too.
13. Put the bear in the wagon.
14. I will take the bear for a ride.
15. Take the bed for a ride too.
16. Put the bus in the wagon.
17. I will take the bus for a ride.
18. Take me for a ride too!
19. Kangaroos like vegetables.
20. Zebras like vegetables.
21. Monkeys like vegetables.
22. Bears like vegetables and meat.

N + V + Prep

1. The bird flew in the door.
2. The bird flew over the sink.
3. The girl ran after the bird.
4. The bird flew under the table.
5. The boy ran after the bird.
6. The bird flew over the lamp.
7. The bird flew under the desk.
8. The bird flew out the door.
9. Kangaroos are in the zoo.
10. Zebras are in the zoo.
11. Monkeys are in the zoo.
12. Bears are in the zoo.

-3-

Verbs -- Tenses	Nouns	Prepositions	Adjectives	Conjunctions
look - present jump - " like - " see - " put - " take - " run - "	what zoo duck kangaroos face vegetables puppy zebras monkey(s) bear(s) rain meat bird stop boy downtown door sink girl table lamp desk wagon pig ride pail child bed animals	in over after under out for	bus	and
are - present irregular				
do see - present modal				
opened - past				
flew - past irregular				
ran - " "				
will take - future				
	<u>Pronouns</u> you (you) I me	<u>Adverbs</u> now too	<u>Articles</u> a the	<u>Interjections</u>

Question Forms

Morphemes

[Idioms] and Multiple Meanings

Inversions:

kangaroos - plural s
vegetables - "
zebras - "
monkeys - "
bears - "
animals - "

The bird flew out the door.

The bird flew in the door.

Put the pig in the wagon.

Kangaroos are in the zoo.

The girl ran after the bird. (chased)

I will take the pig for a ride.

Wh Questions:

What do you see?

Negatives

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{212 \text{ words}}{43 \text{ sentences}} = 4.93$ words per sentence $\frac{43 \text{ sentences}}{14 \text{ pages}} = 3.07$ sentences per page <u>Spache Readability</u> <u>Formula</u> # words = 104 # sentences = 21 # hard words = 3 (pail, kangaroos, 1 zebras) Grade Level = 1.8 494	Graphic style - solid line water color drawings in vivid colors; broken line pastel water color cartoons; solid line black and white drawings; chalk drawings; color photography. Illustrations are: - Clear. - Varied in color, texture, detail, and technique. - Varied in degree of simplicity/detail. - Child oriented. - Two and three dimensional. - Humorous. - Fantasized and realistic. - Well laid out.* - Not always well proportioned. - Racially balanced. - Sexually balanced. - Supportive of the words in print. *Speech balloons in "The Wagon" and "Let's Have a Picnic" cannot always be read from left to right and may be confusing.	Prepositional phrases and spatial concepts (positions in space). 495

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V	One day the <u>king and the princess</u> went to a ball. — noun subject	The king liked to wear purple shoes. The princess liked to wear blue jeans.	
2. N + V _{be} + Adj	One day a <u>boy and a girl</u> came to see Mrs. Wood. — noun subject	One day a dog came to see Mrs. Wood. One day a cat came to see Mrs. Wood.	
3. N + V _{be} + N = 7		One day a boy and girl came to see Mrs. Wood. She wanted to get something for her mother.	
4. N + V _{tr} + N = 22	The <u>boy and girl</u> liked Mrs. Wood too. — noun subject <u>Carol and her father</u> went to the city. — noun subject	This bear lives where it is cold. This lion lives where it is hot. This fish lives where it is wet. This camel lives where it is dry.	
5. N + V _{intr} + N		They live where it is hot. They live where it is cold.	
6. N + V + Prep/Adv Prep. = 5 Adv. = 3			
7. N + V _{st} + Adj			
8. N + V _{st} + N			

Kernel Sentences

V + V_{be} + N

1. She was a princess.
2. It was a cookie.
3. This is a bear.
4. This is a lion.
5. This is a fish.
6. This is a camel.
7. These are people.

N + V_{tr} + N

1. Some people at the ball had purple shoes.
2. Some people had crowns.
3. Some people had flowers.
4. But only the princess had blue jeans.
5. Mrs. Wood gave the dog a dish of water.
6. She made a doghouse for the dog.
7. The dog liked Mrs. Wood.
8. Mrs. Wood gave the cat a dish of milk.
9. She made a bed for the cat.
10. The cat liked Mrs. Wood.
11. Mrs. Wood made dinner for them.
12. She read them a book.
13. The boy and girl liked Mrs. Wood too.
14. Carol had ten cents.
15. She liked the camel.
16. But Mother would not want a camel.
17. Mother would like the curtains.
18. But Carol had only ten cents.
19. Then Carol saw something good.
20. It had a funny face.
21. Mother would like the cookie.
22. Carol got the cookie for her mother.

N + V + Prep/Adv.

1. One day the king and the princess went to a ball.
2. They came in a car.
3. Carol and her father went to the city.
4. Carol looked at animals.
5. Carol looked at curtains.

1. Once there was a king.
2. The cookie was ten cents.
3. Where do you live?

-3-

Verbs — Tenses	Nouns		Pronouns	Adjectives	Conjunctions
live(s) - present	king	milk	he	little	and
is/are - present irregular	princess	bed	she	purple	but
do live - present modal	girl	boy	they	blue	where
	castle	dinner	them	some	
	thrown	book	something	her	
	chair	Carol	it	ten	
lived - past	crown(s)	father	this	good	
liked - "	flowers	city	you	funny	
wanted - "	shoes	cents	these	this	
looked - "	jeans	mother		cold	
	day	Mother		hot	
was - past irregular	ball	animals		wet	
had - " "	people	camel		dry	
went - " "	Mrs. Wood	curtains			
came - " "	dog	cookie			
gave - " "	dish	face			
made - " "	water	bear			
read - " "	doghouse	lion			
saw - " "	cat	fish			
got - " "					
would want - past modal					
would like - " "					
to wear - infinitive					
to see - "					
to get - "					
	<u>Prepositions</u>	<u>Adverbs</u>	<u>Articles</u>	<u>Interjections</u>	
	to	once	a		
	at	there	the		
	for	one day			
	of	too			
	in	only			
		then			
		where			
		not			

Question Forms	Morphemes	<u>[Idioms]</u> and <u>Multiple Meanings</u>
Inversions:	flowers - plural <u>s</u> shoes - " jeans - " crowns - " cents - " animals - " curtains - "	He had a [little girl]. (child) He <u>had</u> a little girl. (was the father of) The King <u>had</u> a throne. (owned) Once <u>there</u> was a king. (at a time in the past) <u>One day</u> the King and the princess went to a <u>ball</u>. She made a doghouse <u>for</u> the dog. (to be used by) "Something <u>for</u> Ten Cents" (in exchange for) The boy and girl liked Mrs. Wood <u>too</u>. (The children and someone else liked her) She wanted to <u>get</u> something for her mother. (buy) The cookie <u>was</u> ten cents. (cost)
<u>Wh</u> Questions: Where do you live?	<u>Negatives</u> not	Then Carol saw something <u>good</u>. (suitable for her mother? something that would taste good?) <u>Multiple Usage</u> this - pronoun and adjective where - adverb and conjunction

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{328 \text{ words}}{56 \text{ sentences}} = 5.86$ words per sentence $\frac{56 \text{ sentences}}{16 \text{ pages}} = 3.5$ sentences per page <u>Spache Readability</u> <u>Formula</u> # words = 101 # sentences = 17 # hard words = 2 (curtains, camel) Grade Level = 1.9	Graphic style - solid line water color drawings in vivid colors and in pastels; solid line black and white drawings; color photography. Illustrations are: - Clear. - Varied in color, texture, detail and technique. - Varied in degree of simplicity/detail. - Child oriented. - Three dimensional.* - Humorous. - Fantasized and realistic. - Well laid out. - Well proportioned. - Racially balanced. - Sexually balanced. - Supportive of the words in print. *Quality varies. Some characters appear distorted or two dimensional.	Illustrations do not always represent the most critical aspect of the language found on the same page; or the language does not effectively explain the illustrations. Idioms and multiple meanings Past irregular tenses "But <u>only the princess</u> had blue jeans." (unusual word order) "Mrs. Wood gave the <u>dog</u> a dish of water." (indirect object) 'She wanted to get something for her <u>mother</u>.' 'But <u>Mother</u> would not want a camel.' (capitalization rule)

-1-

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V 2. N + V _{be} + Adj = 3 3. N + V _{be} + N = 21 4. N + V _{tr} + N 5. N + V _{intr} + N 6. N + V + Prep/Adv Prep = 2 7. N + V _{st} + Adj 8. N + V _{st} + N			
506			507

-2-

Kernel Sentences

N + V_{be} + N

1. Am I an ant?
2. Am I a man?
3. I am an ant.
4. I am a man.
5. I am a mat.
6. Am I a mat?
7. I am a tan mat.
8. I am a tan ant.
9. I am a tan pan.
10. Am I a pan?
11. I am a pan.
12. I am a pin.
13. Am I a pin?
14. I am a pin in a mat.
15. I am a pin in a pan.
16. I am an ant in a pan.
17. I am a man in a pan.
18. I am a thin pin.
19. I am a thin man.
20. I am a thin ant.
21. I am a fat man.

N + V_{be} + Adj

1. Am I tan?
2. I am thin.
3. Am I thin?

N + V + Prep

1. I am in a mat.
2. Am I in a pan?

-3-

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
am - present irregular	ant man mat pan pin	in	tan thin fat	
	<u>Pronouns</u> I	<u>Adverbs</u>	<u>Articles</u> a an	<u>Interjections</u>

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Question Forms	Morphemes	<u>[Idioms]</u> and <u>Multiple Meanings</u>
Inversions: Am I an ant? Am I a man? Am I a mat? Am I tan? Am I a pan? Am I a pin? Am I in a pan? Am I thin?		I am a pin <u>in</u> a mat. - page 8 I am a pin <u>in</u> a pan. - page 8
<u>Wh</u> Questions:	<u>Negatives</u>	

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513

Word Complexity	Illustrations	Difficult Structures/Problem Areas
514	Graphic style - solid line, color animation. Illustrations are: - Clear - Simple. - Fantasized. - Two and three dimensional. - Humorous. - Consistently but not realistically proportioned. - Appealing. Layouts do not promote left to right progression. Child must read an incomplete sentence, glance up and down at each of two possible answers, refer to the illustration on the left for the correct answer, and still further left for the correct word. Illustrations depict several minority races. Very subtle sexual stereotyping is conveyed by the appearance of the characters and, to some extent, by their actions.	In terms of theme, the Sullivan Readers contain both structural and phonological components. The absence of a concrete, conceptual theme or storyline in this particular reader may inhibit comprehension ability. As a result of the unusual design of this reader, the left-hand pages are all upside down, which may distract the reading child.
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APPENDIX II
PROJECT C.U.E. MANUAL

P R O J E C T C . U . E .

by

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INTRODUCTION

Project C.U.E. was established in September, 1977, in order to develop an experiential unit approach to language learning which could be integrated into any readiness-level curriculum within a variety of special education settings where the students manifested communication difficulties. It was created as an outgrowth of an experiential unit incorporated into the language-learning program designed for kindergarten children with communication disorders in Montgomery County, Pennsylvania. When it was found to be successful in that class and flexible enough to become a part of any curriculum, a three-year grant was obtained in order to design a model that would be field tested within classrooms for various exceptionalities and disseminated to special educators throughout the state.

The language-learning unit approach is based on the philosophy that the interrelationship of language, thought, skill development, and social-emotional behavior is the ongoing vehicle for progressively more complex learning. For this reason, the experiential unit integrates all facets of learning into a meaningful environment that is constructed in the readiness level classroom by the children. The theme of the unit is chosen from the first preprimer of the reading series to which the children will be exposed during the first grade year. Through the progressive development of the environment, the teacher is able to reinforce what is taught in the classroom; enhance all communication skills; provide guidance toward emotional readiness for learning; and introduce and reinforce the language structures, vocabulary, and concepts the children will encounter in their initial reading experience.

In order to formulate a workable experiential language-learning unit, it was necessary to consider all aspects of early childhood and special education. The project staff began by reviewing literature, curriculum guides, and materials pertaining to the readiness level child in order to ascertain whether or not an approach such as the one described here was already in use, either as a part of a curriculum or as a commercial kit. A curriculum containing such an approach was not found, and Project C.U.E. was discovered to differ from the early childhood education kits in a variety of ways. The most marked difference lay in the fact that most commercial programs examined included multimedia and/or enrichment activities from a variety of sources. Although these were fine for the normal child, the project staff hypothesized that language deficient children could not talk about all of these things. They needed one all-encompassing unit to serve as a connecting link for a variety of experiences.

Research was conducted concerning language learning characteristics among learning disabled, educable mentally retarded, emotionally disturbed, and hearing impaired children in order to reinforce the premise that they display language difficulties no matter what their primary disabilities happen to be. For this reason, Project C.U.E. was found to be beneficial in a variety of exceptional settings. Along with this research, developmental norms were compiled as an additional aid for educators.

A method for analyzing first grade readers was designed so that a concrete theme could easily be discerned in a given reader and the language structures and vocabulary found in it could be reinforced in the classroom. Analyses were intended to provide kindergarten teachers and other educators with a knowledge of the language to which their

students would be exposed at the first grade level and included such classifications as idioms and multiple meanings which could create problems for children with language difficulties. Linguistic analyses and summaries were completed for preprimers in many of the reading series used in Pennsylvania.

Five language-learning units were developed and packaged by the project staff for five different preprimers. These units included all of the information and materials necessary for integrating them into readiness level curricula and served as models for teachers who created their own experiential environments based on their own series. Various aspects of the packaged units were continually changed and refined when necessary, based on analysis of feedback from teachers who had an opportunity to examine them in detail.

Throughout its three year lifespan, the project was field tested in as many different types of special education settings as possible. The teacher/developers served as consultants to the teachers as they set up the language-learning units in their own classrooms. Teachers were asked to evaluate strengths and weaknesses of the approach itself, its benefits for a particular group of children, and the working relationship established by the teacher/developers.

Dissemination was a vital part of Project C.U.E. A great number of awareness sessions, inservices, and workshops were presented by the staff at both the local and state levels. Those involved in dissemination included educators from intermediate units, school districts, college classes, and professional organizations. Evaluation feedback was obtained concerning the content of the project as well as the smoothness and clarity of the presentations, and changes were made accordingly for subsequent programs. Mailings in the form of "mini-units" were also

sent to those requesting information.

The final effort of the project staff has been the development of this manual. Its purpose is to allow educators to understand the rationale of the language-learning approach and to be able to implement it without benefit of training sessions or consultative services. It is the hope of the staff that they will have succeeded in their efforts.

DEVELOPMENTAL NORMS AND LANGUAGE CHARACTERISTICS
OF VARIOUS EXCEPTIONALITIES

Norms within the areas of language, cognitive, motoric, and social-emotional development have been included here in order to make the reader aware of the level of functioning of the average readiness level child. Using this information as a reference, the reader is encouraged to consider the level of functioning of the handicapped child within these developmental areas.

Underlying the growth and development of Project C.U.E. was the hypothesis that some type of language difficulty is present in most exceptional children. In order to substantiate this, literature pertaining to the language characteristics of children in learning disabled, educable mentally retarded, hearing impaired, and emotionally disturbed settings was examined and is summarized in this section of the manual. Bibliographies have been included as an additional aid.

THE CHILD AT THE READINESS LEVEL

A handicapping condition may impair or inhibit a child's progress in many areas of development. In order to fully comprehend the impact of a child's disability, it becomes necessary first to understand the progress made by the nonimpaired child. The following chart describes the normally developing five year old child, or the child at the readiness level, within the parameters of language, cognitive, motoric and social-emotional behavior.

LANGUAGE DEVELOPMENT

Comprehension

Discriminates speech sounds with 80% accuracy.
Sorts objects according to beginning sounds.
Comprehends vocabulary increasingly well.
Begins to understand dual meanings of double function words.
Carries out three orders given at once.

Speech

Has stabilized all but a few phonemes in various positions and contexts.
Still exhibits occasional reversals of sounds.

Vocabulary

Uses 2000 to 3000 words, all parts of speech, and many precise descriptive terms.
Expressive vocabulary is not expanding as rapidly as receptive.

Syntax

Converses in sentences of increasing length, sometimes up to twenty words, with an average length of five to seven.
Uses all basic sentence structures.
Performs negative, question, and passive transformations, although incorrect forms still occur.

Semantics and Functions

Concentrates on informational content of language - colors, counting, time, space, sequencing....
Tries to write name, simple words, letters, and numbers.
Gradually internalizes egocentric language, transforming it into logical thought.
Employs some imaginative thinking but is mainly realistic.
Shows effort to clarify ideas and capture relationships through words rather than indulging in make believe.
Makes some errors but corrects them spontaneously.
Neglects exceptions to rules.
Engages in responsive discourse.
Develops primitive argument.
Converses socially - associates listener with speaker but still speaks chiefly of self.
Remains limited in genuine ability to interchange ideas.
Answers and converses on telephone.
Recounts plot logically.
Reflects cause/effect relationships between events.
Relates present to past and future in sequential order.

COGNITIVE DEVELOPMENT

Perception

Discrimination:

Preoperational - cognition is influenced by perception.
Prefers color over form.
Understands relationships among perceptual invariants.
Recognizes intersecting forms.
Is influenced by needs, wishes, rewards, and punishment.

Attention and Information Extraction:

Traces outlines of stimulus figures with eyes and dwells on distinctive features. Explores tactilely and systematically for clues to identity.
Has increased 'apprehension' or attention span.
Has improved recognition of figures.
Concentration - fixes attention on limited perceptual aspect of stimulus (longer row has more objects; judges age by size).
Has difficulty selecting wanted stimulus from complex array when cannot be accompanied by selective auditory attention.

Sensorimotor

Copies diamond.
Traces line in maze.
Follows five-clap sequence.
Dials telephone numbers correctly.
Watches and listens to children's stories on TV.
Learns songs from TV.
Learns expressions, i.e. clenches and bares teeth.
Begins to appreciate humorous stories.

Learning

Egocentric - sees only one point of view.
Centers on one aspect of situation.
Is unable to see how two properties interact with each other.
Is unable to reverse operations.
Begins to resist classical conditioning and develops involuntary inhibition.

Problem Solving

Develops inferential thinking abilities in behavioral tasks.
Makes intuitive judgments about relationships.
Reasons from particular to particular without accounting for generalities.
Does not reflect on own thoughts; as a result, is never motivated to question own thinking.

Conceptualization

Classification:

Thinks in classes - size, shape, color, number, weight, texture, temperature.
Classifies by association (baby with rattle).
Makes aesthetic comparisons - 'which is pretty?'.
Adopts classification of sets whose numbers are not equivalent.
Understands 'some' and 'all' relationships in exhaustive classes.
Treats names as separate from things represented.

Logical Concepts:

Increases use of 'because,' 'since,' 'but,' and 'then.'
Handles negation as logical operation in classification tasks.
Elementary concepts of time, space, and causality are considered but not complete.

Mathematical Concepts:

Refines understanding of correspondence. Uses one to one correspondence but not one to many.
Points to and names penny, nickel, and dime.
Is unable to conserve number.

Scientific Concepts:

Begins to understand relationships among features in environment.
Understands genuine physical explanation and is aware of need for causal agent.

Moral Reasoning

Defines higher authority. Obeys rules because made by adults.
Judges behavior by effect rather than intent.

MOTOR DEVELOPMENT

Locomotor

Walks heel to toe four to six steps.
Walks three yards on tip-toes.
Walks six centimeter board in ten seconds with one error.
Walks four centimeter board in eleven seconds with three errors.
Descends stairs with alternating steps and without rail.
Hops forward on one foot.
Skips with alternating feet.
Broad jumps from stationary position.
Jumps rope in rhythmic sequence.
Rides junior bike.
Roller skates.
Sleds.

Non-Locomotor

Balances on one foot for ten seconds.
Reaches and grasps with continuous movement.
Catches ball with hands.
Throws from shoulder area.
Kicks ball without regard for destination.

Fine Motor

Uses small muscles in controlled manner.
Moves hands simultaneously, performing two different actions.
Aligns blocks perfectly, sometimes two at a time, using vision in placement.
Cuts with scissors following a six-inch line within half inch margin.
Uses various building tools and materials skillfully. Product resembles real object.

Writing

Uses crayons with precision and confines marks to small areas.
Copies square, triangle, and diamond from model.
Traces circle, square, triangle, and line in maze within half inch margin.
Draws four-part man.
Prints simple words with pencil.

Self Help Skills

Dresses self with only occasional assistance. Starts zippers and zips clothing. May tie bow-knot.
Displays independence in toileting.
Feeds self neatly.
Dawdles less.

Idealizes and glamorizes prestigious individuals outside of the home, such as heroes from TV comics, movies, and books.

Personal Function

Can locate neck, knee, ankle, and eyebrow.

Knows uses of all common body parts except neck, knee, ankle, eyebrow.

Is sociable; talks during meals.

Sleeps nine to thirteen hours and is quieter during sleep.

Rarely naps.

Bites nails (1/3).

Works at becoming independent. Fluctuates between dependence/independence; attempts to balance two.

1. Makes choices and seeks responsibilities that give satisfaction.

2. Feels insecure when independence is reached.

Is proud of accomplishments. Needs frequent approval and recognition.

Calls attention to own work and performance.

Completes activities.

Needs sense of belonging.

Is eager to accept responsibility concomitant with levels of maturity.

Forgets responsibilities occasionally.

Appears to behave in extremes - laughs and cries easily.

Uses socially acceptable behavior in public.

Uses some manner statements (please, thank you).

Exhibits elementary sense of shame and disgrace.

Shows concern over others.

Is unclear about sex roles.

Likes to go on excursions.

Details that are most important to child are drawn largest.

Draws details that are most important larger than those of lesser importance.

Activity

Generalized activity gives way to purposeful activity, which becomes disruptive if restricted.
Has tremendous drive for physical activity.
Needs games with plenty of movement.
Needs frequent changes in activity. Attention span for play is twelve to fourteen minutes.

SOCIAL-EMOTIONAL DEVELOPMENT

Relationships With Peers

Shifts center of interest from home to peer group.
Plays best in groups of two to seven.
Is learning to play purposefully.
Is serious and businesslike in play.
Carries out group plans of a few steps.
Displays mild attempts at group control.
Does not display actual division of labor in group situations.
Is loyal to playmates.
Is protective toward playmates and siblings.
Chooses and changes friends frequently.
Ignores sex in choosing play groups.
Is sensitive to social situations.
Is aware of status.
Imitates activities of older children.
Shows off for attention of others.
Begins to be aware of qualities likes/dislikes in others.
Displays first desires for competition.
Displays rivalry.
Realizes that peers cheat in play, so may have mild deceptions and fabrications.
Displays fear of new and unusual situations, including school.
Experiences conflicts and anxieties about:
 1. Potential rejection by peers.
 2. Lack of desired play skills and other competencies.
Insists on fairness in demanding his/her own rights.
Impatient for turns.
Plays competitive exercise games which require following simple rules, such as tag, hide and seek, jump rope.
Plays simple table games which require cooperation in taking turns, appreciating goals, exercising of judgment, and friendly rivalry.

Relationships With Adults

Assimilates a world of adult concepts, symbols, and instruments of communication.
Has few adult prejudices.
Behaves ambivalently - rebellious against parents, violent temper outbursts mixed with lovingness and cooperation.
Experiences conflicts and anxieties.
 1. Potential rejection by teachers.
 2. Rebellion and aggression against authority of parents and teachers.

LANGUAGE CHARACTERISTICS OF THE EMOTIONALLY DISTURBED CHILD

A unique pathology does not exist in the language development of emotionally disturbed children. Rather, there are a number of possible delays, deficits, and/or deviations exhibited by children diagnosed as having various kinds of emotional disturbances.

Several studies have shown that there is a relationship between some emotional disturbances and learning disabilities. A 1955 study by the California State Department of Education showed that emotionally disturbed children performed significantly lower than normal children on standardized reading and math tests. There is some controversy over which comes first, the emotional problem or the learning problem. It is possible that the child with a learning disability becomes frustrated at school and receives pressure at home to succeed, which results in emotional difficulties. On the other hand, the child's emotional problems may hinder his/her learning. This type of child may have good inner language but use it only for fantasy. In addition, he/she may find it difficult or even impossible to communicate feelings.

According to L. Wing in 1972, a language disorder is imperative in the diagnosis of autism. The age of onset of language is used in determining prognosis. Studies by Kanner and Eisenberg in 1956 and Rutter and Wolf in 1957 indicate that the earlier the child begins to use language, the greater the chance for improvement.

There are many possible language pathologies displayed by autistic children. Their language may be rigid, stereotypical, and parrot-like; it may be directed at no one, contain many neologisms, lack normal prosody patterns, contain muddled sequencing of sounds and words, and exemplify immature grammatical structures. In addition, the autistic

child may exhibit echolalic behavior; confuse personal pronouns, related words, and function words; and have difficulty comprehending language with no accompanying gestures or context.

In 1968 Cunningham studied the language of psychotic mentally retarded children. His results showed two distinct groups. Those in the first group used correct sentence structures, but the topic of their communication and the way certain words were combined made their language appear bizarre. The second group displayed aphasic-like characteristics such as reduced sentence length, poor pronunciation, peculiar intonation patterns, incorrect or inconsistent sentence structures, and no usage of questions and personal pronouns.

Shapiro, Chiarandini, and Fish studied thirty emotionally disturbed children under the age of seven in 1974. They defined three separate groups as a result of this study. The first was retarded in the development of the form of language, the second relied on echoing and used contextually inappropriate utterances, and the third exhibited a respectable amount of communicative language.

Although there is no language pathology evident among emotionally disturbed children, certain patterns seem to emerge. Lois Bloom and Margaret Lahey, in their book Language Development and Language Disorders, describe them in terms of disruptions in content/form/use interactions. There may be disruptions in form where the child cannot use our linguistic system to communicate ideas, distortions of content where the child codes ideas for inner language and in contexts unrelated to ideas, distortions of the interactions of content/form/use where the child communicates ideas with unusual forms, and isolation of the three components where the child uses stereotypic language for

no apparent reason. This attempt to classify the language of emotionally disturbed children proves again that it cannot be definitively described. Although generalizations can be made, each child must be considered individually.

THE LANGUAGE CHARACTERISTICS OF THE HEARING IMPAIRED CHILD

The facility with which a hearing impaired child acquires language reflects a number of variables - the severity of the hearing loss, the age of onset, the age at which the impairment is identified, cognitive ability, visual processing skills, emotional factors, the quantity and quality of training, general life experience, and so forth. For years theorists have attempted to define those factors having the greatest impact on the child's developing language and to determine the most effective methods for expanding language facility. As a result, the field of education for the hearing impaired remains steeped in controversy. Friendly discussions concerning the effectiveness of oral, manual, and total philosophies, or the interrelationship of language and cognition, become heated arguments that fail to produce definitive answers pertaining to their efficacy.

Regardless of the philosophy upheld, many theorists will agree that a communication disorder frequently exists in conjunction with a hearing loss. Regardless of the mode of communication employed, the innate language potential of the hearing impaired child will not be realized in many instances. All aspects of language development will be delayed if not deviant. It is this delay with which Project C.U.E. has concerned itself, the quality and quantity of language production, rather than the theoretical bases for the delay.

The hearing impaired child communicates nonverbally from an early age, relying on facial expressions, gestures, and body movements to convey needs, wants, and feelings. The nonverbal symbols of others are understood as well. Even after a verbal language system has been internalized, orally or via sign, nonverbal behavior is a fundamental component of the child's communication. If facial features and body

movements are not in agreement with what the speaker is saying, the child may ignore the verbal message and respond to the nonverbal.

A number of theorists have stated that in order for a child to utilize symbolic behavior, verbal or nonverbal, the inner language system must be intact. In contrast to a learning disability or an emotional disturbance, either of which may produce deficient inner language, a hearing loss has no such effect (Myklebust, 1954). The child is able to organize the world in a meaningful way and to use symbolic language to think to him/herself.

According to Menyuk (1977) the hearing infant categorizes speech signals which are crucial for later language development, while the hearing impaired infant misses vital acoustic information and ceases spontaneous vocalization. The child does not hum, jabber, produce sound for pleasure, sing, or whistle to him/herself, although the voice may be used projectively with intent and logic - to attract attention, for example. This behavior is in contrast to that of the emotionally disturbed child, who may vocalize without any purpose or relationship to others, and to that of the learning disabled child, who may vocalize playfully without intent (Myklebust, 1954).

Because the hearing impaired child lacks the ability to monitor production, vocal quality is characteristically weak, distorted, tonal, and guttural. Speech will consist of those patterns which the child is able to hear. If the child cannot hear high frequency sounds, the voice may be low in pitch, and high frequency consonants (/s/, /ʃ/, /tʃ/) may not be produced. Articulation is often imprecise, which in turn may produce nasal resonance. Syllable duration may be three or four times longer than normal, voiced and voiceless phonemes are interchanged, vowels occur twice as frequently as consonants and are more

intense. Excessive breathiness, fluctuating pitch and intensity, slow and labored rhythm and phrasing, substitutions, omissions, and distortions of syllables are all evident. Even if hearing impairment is sustained after speech has been acquired, speech often assumes a monotonous quality, lacking inflection, intonation, and melody.

When a hearing impairment is present from infancy, a young child is not likely to use jargon, vocalize isolated words, or display echolalic behavior. Immature language forms, such as carrier phrases, are commonly overused once learned (I see a tree. I see a flower. I see a bird.). Hearing deficits would seem to effect the development of some types of verbal proficiency more than others. The impaired child uses more nouns and articles than average, fewer verbs, pronouns, adjectives, conjunctions, and adverbs (the most abstract and therefore most difficult part of speech to acquire) (Myklebust, 1954). Language is said to be more concrete than that of the hearing child and to be arrested at the naming level. Boothroyd (1973) found that following the one-word stage of language production, the hearing impaired child went on to produce a series of single words (You. Car. White.) rather than two or three-word combinations. Attempts to expand these single-word utterances through natural conversation failed to produce the desired results.

The rules that govern syntactic structure are very difficult for the hearing impaired child to acquire. The child makes far more errors than a hearing child of the same age. Although greater verbal facility is achieved with age, accuracy does not grow proportionately. Errors do not decrease in number with age, as do a hearing child's. According to Myklebust (1954) these errors fall into four categories, listed in order of frequency as omissions of essential words; substitutions of incorrect for correct words, particularly verb tenses; additions of

unnecessary words; and placement of words in the wrong word order.

Nober and Nober (1977) describe the syntactic errors of severely impaired children as reduced ability to use complex grammatical structures; delayed acquisition of negatives; rigid, stereotyped sentence composition; a reduction in the number of ideas expressed; difficulties in verb tense agreement, passive tense, plurals, gerunds, and with sentence forms that are not declarative.

A series of studies conducted by Quigley et al. (1976) showed that the process by which many grammatical structures are acquired by hearing impaired children is parallel to that of hearing children but is greatly delayed. Ten years after most hearing children have acquired passive voice, for example, many hearing impaired children still have not done so. The same is true for the acquisition of pronouns, negation, morphology, and question forms.

Studies of other grammatical structures - conjunction, for example - showed that their emergence is delayed in hearing impaired children and is marked by the consistent presence of grammatical rules peculiar to deaf language. Many hearing impaired persons interpret noun phrase-verb-noun phrase sequences as subject-verb-object regardless of sentence markers which indicate the fallacy of such an interpretation. Quigley et al. concluded that in such cases two parallel sets of rules co-exist, one for the generation of incorrect but stable structures indigenous to deaf language, and one for the generation of correct Standard English.

Because the child with a hearing loss is exposed to a quantitatively restricted language environment, the child's grasp of semantic meanings tends to be rigid. The meanings of jargon, slang, homonyms, synonyms, opposites, and modifiers are all overwhelming for the hearing

impaired population (Nober and Nober, 1977). The most concrete definition of a word with two or more meanings may be understood but not the finer points, the more abstract interpretations. It is likely that idiomatic expressions will be interpreted literally by the child, who will fail to appreciate them, finding them ridiculous instead.

One of the areas in which the deaf child's language differs from the hearing child's is productivity. The quantity of spoken, read, and written output is greatly reduced in the areas of vocabulary, number of sentences, and lengths of sentences. Dale (1974) has stated that most deaf children reach school age with virtually nonexistent language. The average five year old has a 5000 word vocabulary and uses all of the complex sentence forms required in everyday language. The profoundly deaf child is lucky to have 250 words by the age of five and uses them in isolation rather than in phrases.

Myklebust (1954) contends that the hearing impaired child's learning will be effected in all areas dependent upon language acquisition and that language is critical to all aspects of education. The deficits produced can never be fully compensated for, because the loss of one's sense of hearing and the resultant language impairment ultimately effect one's cognitive capacity. Fry (1973), on the other hand, agrees that language is fundamental to education but believes that the brain is not effected by hearing loss and that, given sufficient language stimulation, the impaired child will develop normal language facility. Furth (1973) expresses still another opinion, namely that the impaired child has no need for language, as concept formation is not dependent on verbal symbolizations. Hence, he feels that learning is not effected by language ability.

THE LANGUAGE CHARACTERISTICS OF THE LEARNING DISABLED CHILD

A child with a learning disability is one who cannot learn normally in spite of intact cognitive, emotional, sensory, and motoric functioning. The child's learning processes have been altered, presumably by a neurological disorder, producing a discrepancy between innate learning potential and actual level of achievement. Learning disabled children may or may not display difficulties with language, depending upon the type of disability exhibited. Those who do have language problems will vary in degree of severity.

When a learning disabled child enters kindergarten, s/he may not recognize colors, know their names, color within the lines, be able to cut with scissors, arrange objects according to size, or tie shoelaces. Verbally, s/he may not be able to count, name the days of the week or the months of the year; sit long enough to listen to a story; learn the alphabet, rhyming words, finger plays, or songs; or make one-to-one correspondences between letters and sounds. Failure to acquire these preacademic skills leaves the child open to frustration, academic and social failure.

According to Myklebust and Johnson (1964), when a verbal disorder is present, learning may be impeded at three levels: the inner, the receptive, or the expressive. It may be characterized by an inability to comprehend spoken language, to speak, or to use language internally. Inner language, the language with which one thinks to oneself and teaches oneself, is the first aspect to be acquired. A disability at this level is the most complex in that it inhibits the acquisition of meaning (receptive language) and the ability to verbalize thought (expressive language).

The second facet of language to be acquired is receptive language, the ability to comprehend the spoken word. It is the second most debilitating aspect of language to have impaired. Words are meaningless for children with a severe receptive dysfunction. They are heard but not comprehended. Listening is a very difficult task, causing these children to fatigue easily, respond unexpectedly or inconsistently to sound, and frequently ignore sound altogether. Depending upon the degree or severity of the disability, lack of understanding may exist strictly for speech sounds or for environmental sounds as well. In keeping with the level of comprehension, fragments may be used instead of sentences. Language may be sprinkled with jargon (garbled language which sounds meaningful but really isn't), and when the message is above the children's level, they may resort to echolalia (meaningless repetition of the incoming message). Certain parts of speech may be very difficult -- nouns may be understood but not verbs, for example.

Wiig and Semel (1976) have noted vocal and subvocal echoing (repeating word for word or repeating only the last few words in a phrase) as well as shadowing (mouthing) and incessant nodding and smiling in children when listening to a story or speaker. These behaviorisms may reflect attempts to cope with processing problems. The children gain time for processing and interpretation by reaudiotizing and rehearsing verbally. Through practice children with severe receptive disorders may learn to respond to rhythm and inflection patterns in familiar contexts; however, abstract language concepts will always remain overwhelming.

Children with expressive language disorders understand what is being said but cannot use language for self expression. Bryan and

Bryan (1975) cite evidence that learning disabled children do not appear to mediate or instruct themselves between the time when they become aware of a stimulus and the time when they respond to it. It is their suggestion that these children may lack sufficient vocabulary, may lack the ability to produce the words, or may not be able to produce them in a problem-solving capacity. They can respond by pointing or marking but cannot name or describe if severely impaired. Performance on verbal tasks is therefore generally good when an oral response is not required.

Some children with expressive disorders display great difficulty with word selection. They cannot remember or retrieve words for spontaneous usage. They may have trouble remembering certain kinds of words - names, descriptors, relationships - and those which are of greatest importance may be the hardest to recall. These children may try to describe something which has happened and give up because they can't remember. Or they may raise their hands to answer questions and then forget when called upon. Communication is understandably frustrating. Children with this type of disorder, known as an inability to reauditorize, can generally repeat a word when someone else says it first and may only recall it on their own when looking at a picture or object. It would not be unusual for them to substitute any number of responses for words - sound effects, gestures, picture drawing, and the like. They may define a word, describe its qualities, use a similar word in its place, knowing it to be incorrect, or respond correctly to a multiple choice. Non-fluencies and hesitations are common, particularly in the absence of visual and tactile clues to aid the auditory. Oral reading may be far worse than silent, as the children attach meaning to the visual

symbol but cannot call up the auditory.

Another group of children with expressive language problems understand what is being said and know what they want to say but can't carry out the motor patterns for speech. In contrast to the children who cannot reauditorize, these children hear the words in their heads but cannot imitate them. They may display a mild dysfunction characterized by slow, difficult articulation of sounds and syllables. They may distort or reverse sounds when blending them together but produce them correctly in isolation. Their problems may be so severe as to depress spoken and written language, visual-motor performance, or motor performance in general. Because they know when they are saying something incorrectly, they may refuse to try unless they are sure they can produce the message correctly. Unlike children with reauditorizing problems, these children do not receive benefit from auditory cues. They must watch the speaker for motor cues rather than listening for the words themselves. When taught how to produce sounds, they may easily forget what they have learned.

Finally, children's expressive language disabilities may inhibit their syntactic production. These children understand when they hear and use single words and phrases, but they can't organize the words into meaningful language structures. Their verbal output is full of omissions, distortions, incorrect tenses, an absence of subject-verb agreement, and so forth. They may not be able to formulate sentences at all, relying on fragments to convey their intent. These errors may arise in written as well as oral language, spontaneous and imitated. Wiig and Semel (1976) point out that language problems are frequently overlooked in learning disabled children because of their variety and

subtlety. Two randomly selected learning disabled children rarely exhibit the same language deficits. These children may converse without difficulty to relatives and friends. When asked to discuss abstract concepts, feelings, or ideas, however, or when in the presence of an authority figure, their expressive language may be marred by lack of progression, inconsistent logic and structure, hesitation, and effort to maintain conversation.

Berry (1969) profiled a child with a genetic neurological deficit and found his oral expression meager in quality and quantity at the age of four. The child was primarily silent. By five his amount of speech had increased slowly but consisted of scrambled sounds and words. He could not recognize sequential phonemes or synthesize them into whole units. He could repeat the stress and intonation patterns of something said to him but responded with primitive articulation and staccato speech. At six the child's inability to recognize, integrate, and imitate the motoric syntax of language became apparent, meaning that he could not comprehend an entire sentence in grammatical form or produce morphemic and prosodic features in the correct sequence and time frame. At seven it was noted that his vocabulary was large but somewhat useless because of his inability to order words properly. Nouns and verbs predominated, function words were omitted, and substitutions, sometimes meaningless, were common. Berry concluded that the child had no integrative patterns set in memory.

The relationship between receptive verbal understanding and expressive verbalization is described by Myklebust and Johnson (1964) using the term "input precedes output." Children use language in a meaningful fashion only when it is internalized and becomes meaningful.

Expressive language facility will always fall below receptive capacity. Receptive disorders will thus interfere with children's reading ability. They may never learn to read more than simple words. Likewise, written language will be effected in that children may be able to copy but never formulate their own sentences. If they cannot interpret mathematical language, they may be able to calculate but find reasoning an overwhelming chore.

Children's language characteristics may also be viewed in terms of the experiential level at which the ability to function breaks down. Experience is the basis of all behavior, including language behavior. According to Myklebust (1954) it can be described in part as levels or hierarchies, each of which represents a higher plateau of abstraction on a developmental continuum. Because language is the means whereby experience is symbolized and communicated, a learning process dysfunction at any of the four highest levels of the hierarchy will effect language. Moreover, a disturbance at any given stage will effect development at all levels above it.

- 1) At the level of sensation, nervous system activity occurs in response to stimulation of a sensory organ. This level of experience is intact in learning disabled children.
- 2) At the level of perception, meaning is attached to incoming sensations, and stimuli are differentiated from one another. Children with perceptual problems may find it difficult to distinguish similar words from one another - cold and coat, for example - either visually or auditorally.

- 3) At the level of imagery, objects or thoughts are represented pictographically or ideographically. This is the level of memory or recall. Children with memory dysfunctions may find it difficult to retain information in sequence and act upon it. They may break down on tasks requiring them to follow complex verbal instructions or a series of commands.
- 4) At the level of symbolization, experience is represented through a set of arbitrary symbols, verbal or nonverbal. Experience is internalized, re-experienced in the absence of stimuli, and communicated by others. Children with symbolic dysfunctions may display any or all of the difficulties previously discussed as inner, receptive, and expressive language disorders.
- 5) At the level of conceptualization, experience is classified according to common elements. This is the level at which abstraction and categorization occur. Given a set of pieces of furniture and verbal instructions, children with conceptual language disorders may find it difficult to place the objects into categories based on the rooms in which they are commonly found and to explain their methods of classification.

LANGUAGE CHARACTERISTICS OF THE EDUCABLE MENTALLY RETARDED CHILD

Many experts in the areas of mental retardation and language development concur that the language development of the educable mentally retarded (EMR) child correlates more closely to mental age than to chronological age. It is generally agreed that there is no specific language pathology associated with the EMR child, but rather that language delays and deficits are manifestations of retardation in all aspects of development. This is supported by Piaget's theory that language is dependent upon and shaped by underlying cognitive structures and that it reflects the thought processes made possible by those structures at different stages of development. If a child, despite his/her chronological age, has not reached a given cognitive stage, his/her language will reflect that. Myklebust, too, sees language disorders in the mentally retarded as the result of generalized retardation.

In accordance with this, a variety of studies seem to show that retardates develop language in the same way as normal children, but that a quantitative and to some extent a qualitative difference exists. For example, EMR children may exhibit impoverished vocabularies and shorter sentence lengths. In 1967 Lovell and Dixon showed that the retarded child learns language according to a hierarchy of imitation -- comprehension -- production, as do normal children. Karlin and Strazeala, in 1952, conducted a study which showed that with increasingly lower IQ's there is an increased delay in developmental milestones such as sitting, walking, and language development. Evidence also indicates that retarded children learn morphological sequences in the same order as normal children but that their usage is generally poorer. It has been suggested that this may be because they learn inflected words

individually rather than generalizing a rule.

Lillywhite and Bradley, in Communication Problems in Mental Retardation, cite three main developmental areas - physical, mental, and psychosocial - where deficits exist which would result in delayed language functioning.

Physically there is retardation of the discriminatory abilities and coordination necessary to make speech sounds. Mentally the retarded child may lack ability to organize and attach meaning to incoming verbal stimuli, to see part-whole relationships, to proceed from the concrete to the abstract, and/or to generalize grammatical rules. In normal psychosocial development, the child must experience fulfillment of certain psychological needs in order to learn appropriate verbal responses and social skills that will enhance self-respect and self-confidence in relationships with others. Many retarded children do not receive this fulfillment as they are rejected by peers as well as parents who may severely limit their life experiences. This is compounded by the fact that they often need to be taught what other children learn spontaneously.

In general, the educable mentally retarded child probably will be delayed in language development as a result of retardation in all aspects of growth. Although looking at the child's mental age rather than his/her chronological age may give some insight into language level, the language of a seven year old EMR child with a mental age of four will differ from that of a normal four year old in its preciseness, quantity of utterances, and so forth. There is no clear-cut pattern, however. Many factors, including whether the retardation is genetic, neurological, and whether the child has any concurrent problems may influence language development. Therefore each child must be evaluated separately and remediated according to his/her needs.

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READER ANALYSIS

The method established here for analyzing a first grade reader has been designed by the Project C.U.E. staff under the guidance of Dr. Patricia Scherer, whose contributions to the field of education of the hearing impaired are widely acclaimed and who has served as Project Advisor to our staff. This procedure has provided us with a means of comparing reading series that has suited our needs where other systems have not. It borrows from some well known principles and practices, is admittedly subjective, and is not to be construed as a method intended to supercede all others. Its purpose is not to classify series as good or bad but simply to point out advantages and difficulties which may arise when using a given series with exceptional children. Specifically, this type of delineation is designed to make the classroom teacher aware of the language aspects of his/her reading series. It aids the classroom teacher and related specialists in planning a language curriculum within a unit framework. It allows them to view the strengths and weaknesses of their series realistically and to utilize those strengths and weaknesses to preteach basic concepts and language structures taken from the reader. This in turn provides children with the opportunity to manipulate pertinent information prior to being exposed to it in written form, which serves to enhance their comprehension. For the parent struggling to understand a child's academic failure, reader analysis enables the teacher to define reading difficulties in terms of the child's language delay or deficit. For the teacher, specialist, or administrator who is involved in the materials selection process, this particular method of analysis hopefully will serve as a valuable tool for making responsible choices.

Theme

The task of comparing a wide variety of reading series to one another led to the suggestion that the themes of the readers could be classified as conceptual, structural, or phonological. A conceptual theme is defined as one which is tied together by a concrete storyline. Something happens in every story; a problem arises and is resolved. The action takes place within a specific environment - a park, a zoo, a neighborhood, a circus - using a set of recurring characters. As the child progresses through the reader, s/he has a feeling of closure at the end of each story and of continuity between stories.

A reader with a structural theme is one that emphasizes language structure. In some cases this means that several basic sentence patterns are selected and manipulated over and over. A given pattern may be expanded or elaborated on each page, as in the following example:

This is Tim.
This is a boy.
Tim is a happy boy.
Tim is happy to see you.

Reduced vocabulary seems to be an additional component of a structural reader at the preprimer level. While a reader without a structural focus may present thirty words in the first four stories, a structural reader may use only fourteen. As a result of our attempts to analyze readers, we have found that these readers tend to have a fairly large percentage of multiple meaning words and phrases, which are often difficult for a language delayed or disabled child to understand. It seems that their purpose is focused upon the development of a sight vocabulary, more so than on expanding language or developing comprehension skills.

In a phonological reading series, certain sounds and letters are stressed in very repetitive patterns. A few consonants are introduced at a time, and vowel sounds generally remain constant within each reader.

The following sample displays a typical expansion format:

See Pat.
See Pat the cat.
I see Pat the cat.
Pat sat.
Pat the cat sat.
Pat sat on a mat.

The specific sounds being introduced seem to determine the vocabulary words selected for a given reader. For this reason phonological readers may contain a number of unusual words - nonsense or onomatopoetic words, for example - which may be very difficult to illustrate. How well the text and illustrations fit together may depend, therefore, on the restrictions imposed by the sounds being emphasized.

A concrete setting or a plotline is not always easily discerned in a phonological reader. With the exception of characters, information does not always recur from story to story. Even though phonological readers seem to place more emphasis on decoding skills than on comprehension skills, it is our suggestion that nonmeaningful words may actually be very difficult for the language delayed child to sound out. When the same few sounds are used repeatedly in a nonsensical fashion, a child's tongue - or an adult's, for that matter - may tend to trip over them, particularly when reading to oneself.

Once the type of theme has been established, the following questions are answered in order to determine whether the theme is well developed, partially developed, or poorly developed:

Is the theme appropriate for the first grade child?

Will it hold his/her interest?

Is it realistic, fantasized, or both?

Does it contain factual information? Does the child learn something besides reading? Is his/her curiosity or imagination stimulated?

Is it used consistently? Does the reader contain any extraneous material?

Is the theme carried through the language, illustrations, or both? Do these components support one another? Is the language confusing? Do the illustrations clarify or perplex meaning?

The final consideration pertaining to theme is whether or not the reader lends itself to the development of a language-learning unit. In order for this to be possible, the reader must have a conceptual theme. This does not mean that a primarily structural or phonological reader cannot form the basis of a unit, as either type may display a secondary conceptual component. When a conceptual theme cannot be discerned, it can always be pulled from some other source - a social studies curriculum, for example - and combined with the language structures from the required reader to form an effective unit.

Language

Although it is necessary to study an entire reader when determining its theme, only the first four stories are screened by the project staff for language content. To carry out an analysis of every story in the book would be time-consuming and counterproductive. By restricting the analysis to four stories, it has been possible to study and compare a wide variety of series over a three year period of time without hampering the effectiveness of the finished product.

Pertinent information about the language contained in a reader is recorded in chart form and is broken down into the following categories:

I. Sentence Classification According to Structure.

Underlying all of the sentences thought, heard, spoken, or written in an entire lifetime is a finite system of rules that determines how

those sentences are generated. Every sentence produced can be labelled as a kernel, compound, or complex structure. A kernel sentence contains a single noun + verb combination and expresses a complete thought. For our purposes this category has been divided into eight sentence patterns on the basis of the kind of verb used -- a form of "to be", transitive, intransitive, or a verb of state -- and the part of speech which follows it -- a noun, pronoun, adjective, or adverb. Examples of these patterns follow.

1. Noun + verb -- John ran.
2. Noun + verb_{to be} + adjective -- The doll is pretty.
3. Noun + verb_{to be} + noun -- Who will be the new teacher?
4. Noun + verb_{transitive} + noun -- Mary loves ice cream.
5. Noun + verb_{intransitive} + noun -- Terry ran home.
6. Noun + verb + preposition -- Will you look under the bed
for my slippers?
- Noun + verb + adverb -- Please try again.
7. Noun + verb of state + adjective -- Tommy seems so sleepy.
8. Noun + verb of state + noun -- I look like my mother.

A compound sentence is comprised of two noun + verb combinations joined together by a conjunction -- and, but, so, because, and so forth. Each half of the sentence expresses a complete thought and can stand alone as a kernel sentence. It is possible for a sentence to contain a compound structure and not be a compound sentence. Kernels frequently have compound parts of speech. When this happens, the compound structure is listed in the appropriate category, but the sentence is still recorded as a kernel pattern. Examples of compound sentences and structures follow.

The boys used red paint, and the
girls used green. -- sentence

Go and get my book. -- sentence

John and Beth are late. -- noun

Turtles live in water and on
land. -- preposition

A complex sentence has two noun + verb combinations, one of which is independent and one of which is dependent. The independent part, or main clause, expresses a complete thought by itself and is able to stand alone, but the dependent part, or subordinate clause, cannot. A subordinate clause may act as a noun, adjective, or adverb. By convention, any sentence containing an infinitive is complex. Sentences written in direct discourse are designated in the same manner. These and other examples follow.

I can guess (what the elephant wants). -- noun clause

The doll (that you gave me) is broken. -- adjective clause

He runs (whenever he can). -- adverbial clause

Will you make some coffee, (if I make tea)? -- adverbial clause

Ben said, "Look at me, Jill." -- direct discourse

Finally, a sentence may contain two or more independent and one or more dependent clauses, as in the following examples, each of which is labelled as a compound-complex sentence:

Becky said, "Come here and help me."

The fish that I caught was pretty, so I let it go.

It is reported throughout the literature that children learn to use sentence structures in a developmental order, beginning with kernel sentences. When these eight basic patterns have been internalized, compound structures develop. Complex structures evolve when compounds have been acquired. Normally, a child will have command of all of these patterns in simplified form and will be able to use them by the age of five. The abilities of a child with language difficulties are not likely to be acquired until a later age, nor with as full an understanding.

The exceptional child's contact with and subsequent perceptions of the environment are altered by his/her deficit. In many cases s/he is

lacking in life experience, including language experience. This does not mean that the impaired child will never attain a language level that includes complex sentence structures. What may happen as the child's language expands is that s/he will acquire defective syntactic and semantic structures at every level of difficulty. The end result will be a communication system that contains large gaps, specific examples of which may be found in the Language Characteristics section of the manual.

Reading series vary greatly in the amount of emphasis placed on language patterns. One reader may use only two or three kernels throughout, while another contains a great many compound and complex sentences. Examining the language structures within a given reader enables one to determine its level of difficulty, compare it to the language level of a given child as well as to that of other readers, and draw some conclusions. A child who has not mastered compounds would most likely have difficulty comprehending a book filled with complex sentences. A child who has mastered compounds and is beginning to understand complex structures may find a reader based on kernels easy to decipher but may not find it of interest.

In conjunction with structural patterns, sentence fragments are also examined. A fragment is a group of words set up in sentence format, with beginning capitalization and ending punctuation, which does not contain a noun + verb combination and therefore does not express a complete thought. A great deal of daily verbal conversation takes the form of fragments. "What a long day," "Never in a million years," and "Now what?" are all examples of the way in which people commonly speak. Once a child has internalized basic grammatical sentence structures, s/he is able to hear or read a fragment and fill in the missing parts of speech.

By convention children with language problems are spoken to in complete sentences in order to provide them with a consistent model for imitation and thus expand their comprehension facility. If these patterns are not internalized first, exposure to fragments provides the child with an incomplete message, which could possibly result in reduced ability to manipulate language. Too many fragments within a reader may produce confused understanding of the way in which words fit together in sentences to make sense.

II. Parts of Speech.

Every word in a sentence has a specific function and a relationship to every other word. The eight word classes used in reader analysis to denote syntactic function are defined in the following manner:

A. Noun - a word that names a person, place, or thing, e.g. Bill, girl, house.

B. Pronoun - a word that is used in place of a noun to stand for a person, place, or thing, e.g. he, she, it.

C. Adjective - a word that modifies or describes a noun or pronoun and answers the questions 'what kind of', 'which one', 'how many', e.g. tall boy, that girl, ten houses.

D. Verb - a word that expresses action (mental or physical) and helps make a statement, e.g. The ducks want some bread.

E. Adverb - a word that modifies or describes a verb, adjective, or adverb and tells 'how', 'when', 'where', 'to what extent', e.g. The band played well. Worry about it tomorrow. Push the table back against the wall. The book is greatly overrated.

F. Preposition - a word that shows the relationship of a noun or pronoun to some other word in a sentence and introduces a phrase, e.g. The dog jumped (into the water). The words contained in parentheses

form the prepositional phrase. The word water is the object of the preposition.

G. Conjunction - a word that joins words or groups of words, e.g. Sean and Mary were late for dinner.

H. Interjection - One or two words which either stand alone or have no grammatical relation to other words in a sentence and which commonly express emotion, e.g. Ouch! For convenience, more than two words are arbitrarily designated as a fragment.

Delineating parts of speech in this manner provides one with a classified list of language-learning unit vocabulary which lends itself to such comparisons as: What is the ratio of nouns to verbs to adjectives to other parts of speech within a given reader? How does this ratio match those found in other readers? In child language? In conversation? How many of the words in the reader are found on the Dolch List of Basic Sight Words?

III. Question Forms.

A "wh" question begins with one of these words: who, what, where, when, why, how (how much, how many). The subject and verb in the sentence may be in regular or reversed order, and the answer may require more than a yes or no, e.g. Who is in the house? What do you want? Complex sentences which contain "wh" questions within them -- Mother said, "Who is it?" -- are listed along with these.

An interrogative reversal is a question in which the subject is preceeded by a part of the verb and which requires a simple yes or no answer, e.g. Do you have any money? Will you come with me?

Most questions found in elementary reading series take one of these two forms. Occasionally, a reader contains a question which follows neither pattern. It is written in declarative form, is punctuated with a question mark, and requires a simple yes or no answer, e.g. You stopped

at home first? He wants the yellow paper? These are listed separately from the preceeding two types of questions.

Some research has indicated that "wh" questions are learned by children in developmental order prior to interrogative reversals. The kinds of questions found in a reader are therefore a good indication of its level of difficulty.

IV. Morphemes.

A morpheme is the smallest unit of a word that carries meaning. By way of example, by adding the letter s to the word tree, the meaning of the word is changed. A plural morpheme has been added to the base word. There has been some research to indicate that the rules which regulate the formation of plurals (regular and irregular - trees, children, sheep), possessives (Mary's dog), and contractions (I won't) are generally not internalized by age five, as are most language constructs. These are refinements which come later and, as such, are often difficult structures for children with language disorders to understand. If these structures are presented sparingly in a first grade reader, they may not pose any serious reading hardship. If they are used in quantity, perhaps it would be helpful for the teacher to expose the class to morphemes in oral language experiences before they are introduced to the printed text.

V. Negatives.

Negation is one of eight basic transformations or changes which convert kernel sentence patterns into more complex structures. Negatives are most often adverbs. They may be in contracted (can't, don't, won't) or non-contracted forms (no, not, neither). Compared with other language constructs, negation as used in early readers does not seem to pose as great a threat to the child's understanding as would complex sentences, for instance, unless they are overused, contractions in particular.

VI. Idioms and Multiple Meanings.

An idiom is a group of words whose commonly accepted meaning is not the same as its literal meaning. When interpreted literally, an idiom is frequently humorous or fails to make sense. A favorite example was contributed by a mentally handicapped student who recently came running from her classroom with the knowledge that someone has "tossed her cookies," meaning that her friend has vomited! A multiple meaning word is often a verb, preposition, or adverb which can be interpreted more than one way so that its intended meaning is unclear. Taking a walk is not the same as taking a bus (which has two meanings itself), taking a picture (again, two meanings), taking a look, taking a break, taking a tour, taking advantage, taking in laundry, taking out food, or taking it out on someone else. A child who gets up the wrong side of the bed and gets dressed will probably get angry before he gets it through his head that if he doesn't get going, he'll be late for school, and then he'll really get it. In not one of these examples did the child actually receive or acquire anything, as the most concrete definition of the word get implies.

Children need to be able to manipulate word meanings, take cues from context, and maintain a sense of flexibility in interpreting messages, since so much of what is spoken and written in English, particularly American English, is colloquial. Understanding requires considerable exposure to conversational language, not only to specific idioms but to the very idea that meaning isn't always what it seems. When communication is difficult with a child or adult, there may be a tendency for parents and teachers to simplify the message to make the communication process easier. As a result the child may wind up not knowing that a leg is not only a part of his/her body but is also a part of a desk, chair, table, pair of pants, journey, and so forth.

The use of informal language is a widespread occurrence in formal reading series as well as in verbal conversation. The idiom/multiple meaning category frequently contains more entries than any other on the analysis chart. The following seven sentences, in which the word up is defined in seven different ways, have been taken from Sun Up, the first preprimer in the Bookmark Reading Program, 1979 edition:

The sun was up.
Buffy was up. (awake)
Mack went up. (on the ladder)
The bug went up. (in the air)
Mack went up the hill.
Little Bug ran up the turtle.
Hop up to Buffy.

When a small number of vocabulary words is used in this manner to denote a variety of meanings, it may be wise to anticipate semantic difficulties for language deficient children.

VII. Word Complexity.

A final means of comparing the language of a given reader with that of another requires the use of mathematical formulas. The average number of words per sentence and the average number of sentences per page are computed, and the Spache Readability Formula is implemented to establish a grade level for the printed material. One might expect a reader with four words per sentence and three sentences per page to be more easily decoded than one with six words per sentence and seven sentences per page (although it would not necessarily be easier to comprehend). Used in conjunction with all other aspects of analysis, mathematical formulas provide the teacher or specialist with useful information. Used in isolation, however, word formulas are less effective tools for determining reader complexity, because they do not take sentence structures, proper nouns, or word meanings into account. In our opinion, caution should be applied in taking them literally.

VIII. Difficult Structures/Problem Areas.

First grade reading series are analyzed in order to ascertain their common elements, strengths and weaknesses, and their levels of difficulty. Taking this information a step further, it becomes possible to match an appropriate series to a given child or group of children. Unfortunately, few teachers have the option of doing so. They must teach from whatever series is chosen for them by administrators. At the very least, such detailed analysis allows the teacher or specialist to prepare his/her class for reading prior to their exposure to formal reading. With this goal in mind, a final category has been added to the linguistic chart, labelled difficult structures/problem areas. Here are listed the theme, language, and illustration aspects of a reader which could cause problems for special children. Comments can range from general problem areas - complex sentences, multiple meanings - to specific examples of sentences or illustrations. The purpose in including such statements is not to label a series as good or bad, although it is sometimes difficult to refrain from doing so. Rather this section attempts to say, "If your children have difficulties with language, you might anticipate problems in using this reader for these reasons...."

Illustrations

When examining beginning readers, it sometimes seems as though the illustrations carry more information than the printed text. An elaborate, full-page drawing may accompany a single sentence. If the meanings of the words in the sentence are unclear to the child, s/he must refer to the illustration in order to clarify his/her understanding. Illustration quality thus serves a very important function for the young child, with or without a language deficit. Surprisingly, however, little research has dealt with the topic of effective illustrations for children.

It is our suggestion that specialists consider the illustrations in their readers from two viewpoints: 1) the problems they may cause, or ways in which they might interfere with a child's reading comprehension, and 2) ways in which the illustrations can be used to enhance comprehension, communication, and problem solving abilities. The parameters delineated here have been developed with that intent by the Project C.U.E. staff and refined over a three year period of time. We have deliberately attempted to keep them simple, hoping that persons as artistically inexperienced as we were (and are!) will feel comfortable using them.

When examining illustrations in a commercial reader, consider these factors:

A. Graphic Style.

Are the illustrations photographs? Etchings? Cartoons? Water colors? Pen and ink drawings? Pencil drawings? Three dimensional paper cutouts? Are they outlined in solid, broken, or wiggly lines? Are they textured or solid?

Solid line color drawing, that in which every aspect of each part of the picture is outlined, sometimes so subtly as to catch the viewer unaware, is by far the most popular illustrative style in beginning readers. Black and white photography is used rarely except in those series which incorporate a wide range of artistic styles into one reader. Color photography, a very effective technique, is commonly found in the more expensive series and even at its best may be outdated in terms of hair and clothing styles. Water color may be the least effective technique, because it tends to be the least detailed and clear. Some publishers clearly prefer to expose young readers to a variety of media forms; however, a single graphic style used throughout a book can be equally effective.

- B. Are the illustrations clear or fuzzy and blurry?
- C. Are they simple or detailed?
- D. Are they realistic or fantasized?
- E. Are they two or three-dimensional? If two-dimensional, are they meant to be three-dimensional?
- F. Are they child oriented?
- G. How are males and females portrayed? Are their roles comparable? What kind of image is conveyed by their hair and clothing styles?
- H. How many races are depicted? What are their distinguishing features - names, appearance, clothing, language, actions?
- I. Are the illustrations well proportioned - arm to leg, child to adult, object to object, illustration to text?
- J. Are the pages well laid out? Has all of the space on the page been utilized to its best advantage? Are there large blocks of empty space that could be used in some other way? Are the pages busy? Do they contain too much information? Are persons and objects grounded, or do they float through midair without a baseline? How does the size of the illustration compare to the size and amount of space devoted to the print? Does the reader contain a lot of two-page picture spreads, which require the child to process twice as much information in a given time span as would a single page layout? Does the text printed on either half of a double page spread relate to parts of the illustration on the same page, or must the child cross over to the opposite page for contextual cues?
- K. Finally, does the illustration support the printed text accompanying it or not? Are there enough illustrations to clarify the intended meaning or too many to allow the child to use his cognitive thinking skills? Children with acceptable language facilities are often capable of eliciting information from the verbal message alone.

Children with deficient language systems may be far more dependent upon the illustrations to fill in the message when they fail to understand the words in print. For the, the illustrations are doubly important and may be doubly confusing.

SAMPLE ANALYSIS OF PUPPY PAWS

-52-

Scott, Foresman Basics in Reading

Level PP1

1978 Edition

Pages 5-7, 10-12, 15-17, 20-23 (4 stories)

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V			
2. N + V _{be} + Adj = 4			
3. N + V _{be} + N			
4. N + V _{tr} + N = 14			
5. N + V _{intr} + N			
6. N + V + Prep/Adv Prep = 8			
7. N + V _{st} + Adj			
8. N + V _{st} + N			
570			571

Kernel Sentences

N + V_{be} + Adj

1. The lemon is not good for lunch.
2. The gum is not good for lunch.
3. This is good for lunch.
4. The lemonade is good.

N + V_{tr} + N

1. The mother makes a funny face.
2. The father makes a funny face.
3. The girl wants the lemon for lunch.
4. The girl wants the gum for lunch.
5. The girl wants this for lunch.
6. The fox ate a lemon.
7. The fox made a funny face.
8. The monkey made a funny face.
10. The goat made lemonade.
11. The boy wants his boots.
12. The boy has two red boots.
13. The boy puts on the boots.
14. Now the boy can go out.

N + V + Prep

1. The mother looks in the mirror.
2. The father looks in the mirror.
3. Look at the funny faces.
4. Look at the rain.
5. The boy looks under the bed.
6. One red boot is under the bed.
7. The boy looks under the rug.
8. One red boot is under the rug.

Verbs -- Tenses	Nouns	Prepositions	Adjectives	Conjunctions
wants - present looks - " makes - " - puts on - present + particle is - present irregular has - " " can go - present modal ate - past irregular made - " "	face(s) mother mirror father lunch girl lemon gum lemonade fox monkey goat boot(s) rain boy bed rug	under	funny good red his one two	
	<u>Pronouns</u> (you) this	<u>Adverbs</u> now out	<u>Articles</u> a the	<u>Interjections</u>

Question Forms

Morphemes

[Idioms] and Multiple Meanings

Inversions:

faces - plural s
boots - "

Now the boy can [go out] .

The mother looks in the mirror.
Look at the funny faces.

The mother makes a funny face.
The goat made lemonade.

The lemon is not good for lunch. - nutritional
The lemonade is good. - tasty

Wh Questions:

Negatives

not

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{151 \text{ words}}{26 \text{ utterances}} = 5.81 \text{ words per utterance}$	Graphic style - color photographs, color drawings, with and without solid outlines, cartoons, solid line black and white drawings.	Multiple meanings. Language/illustration relationship varies in quality from story to story or from artist to artist.
$\frac{26 \text{ utterances}}{13 \text{ pages}} = 2.0 \text{ utterances per page}$	Illustrations are: - Clear. - Not always simple; sometimes overcrowded. - Child oriented. - Realistic and fantasized. - Flat, two dimensional; faces and bodies are somewhat distorted. - Not always well proportioned.	
<u>Spache Readability Formula</u> # words = 104 # utterances = 18 # unfamiliar words = 5 Grade level = 2.0	Child must frequently look at illustrations to determine word meanings, i.e. 'Put the seeds <u>here</u>,' page 27. Layouts do not always contain background detail, leaving much white space. Some illustrations are cut off at the top, i.e. 'Look at the rain/sun,' page 28. Rain and sun are not visible in pictures.	

A DESCRIPTIVE SUMMARY OF PUPPY PAWS

Theme

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Most of the sentences found in Puppy Paws are classified as noun + transitive verb + noun combinations, which give the theme of the reader a strong structural component. In examining both the language and illustrations contained in the reader, it is difficult to select a conceptual theme which ties all of the stories together. No two stories take place within the same setting, and the characters never repeat. Specific stories take place within a bathroom, a bedroom, a dining room, a backyard, and a vegetable garden. Others imply porch and playroom settings. Thus, one appropriate conceptual theme would seem to be 'in-out-and-around the house.' Through both fantasy and reality, the child is introduced to relevant, humorous situations involving friends, families, and animal characters. Although a number of the stories reflect this theme, it is doubtful that the house setting would be evident to the child reader. In most cases the theme is only reinforced through the illustrations, while the language deals with the specific events of the story rather than the surrounding environment. The fact that the illustrations change drastically in style from story to story makes the house setting even more subtle. Still, the experiences taking place 'in-out-and-around the house' should be of interest to the readiness level child, and contribute meaningfully to the development of a language-learning unit.

Language

The first four stories of Puppy Paws, found on pages five to seven, ten to twelve, fifteen to seventeen, and twenty to twenty-three, have been examined for language content within three major categories - vocabulary (list of words), syntax (word order in sentences), and

semantics (word meanings). Exercise pages and poems found between stories have not been analyzed.

Vocabulary

The forty-four words found in the sample represent all of the parts of speech except interjections and conjunctions, with nouns, verbs and adjectives being most common. In comparison to the number of words found in other first level preprimers, this is a fairly large vocabulary.

Syntax

The sample is comprised of twenty-six sentences, most of which are declaratives (statements). Two sentences are imperatives (commands) and none are interrogatives (questions) or exclamations.

Page one of the analysis chart shows three levels of sentence complexity - kernel (simple), compound, and complex - in developmental order, or the order in which they are acquired naturally by children. The twenty-six sentences examined in Puppy Paws fall into three kernel sentence categories. For children with language difficulties who have not yet acquired an understanding of complex sentences, this repetition of basic sentence patterns might prove beneficial in a first preprimer.

The sentences found in the first four stories may be broken down into the following components:

- a. Eleven verbs, most of which are in the present tense, and several of which include verb particles.
- b. Two regular plurals.
- c. One negative.
- d. No contractions.
- e. No possessives.
- f. Punctuation - periods.

Semantics

Sometimes a group of words is used idiomatically, meaning that it does not have a literal translation which makes sense. For example,

in the sentence Now the boy can (go out), the words in parentheses are used idiomatically. A group of words may also be interpreted more than one way, giving it a multiple meaning, as in the following sentences where the verb make is defined in two different ways: The mother makes a funny face. The goat made lemonade. More examples from Puppy Paws may be found on page three of the accompanying chart.

Puppy Paws has an average of six words per sentence and of two sentences per page. Using the Spache Readability Formula, a grade level of 2.0 has been derived mathematically for the sample, which means that the language is appropriate for a child at the onset of second grade. (This does not mean that the subject matter is appropriate, although in this case it is.) This is one indication that the language contained in Puppy Paws may be rather high for a child reading at the first grade level.

Illustrations

Puppy Paws is illustrated using a wide range of techniques, including color photography, color drawings with and without solid outlines, cartoons, and solid line black and white drawings. The pictures convey realism as well as fantasy, are clear and child-oriented, but vary in quality from story to story with graphic style.

The language and illustrations are interwoven in such a way that neither can stand alone. Frequently the child must look at the drawings to determine the intended sentence meanings, as in this example from page twelve:

The girl wants this for lunch.
This is good for lunch.

This makes the quality of the illustrations very important. In some cases, the pictures fail to reinforce the language. For example, on page twenty the sun and rain are barely discernible in the drawings,

while the words read Look at the rain. Look at the sun. Two children point to objects which have been cut from the illustrations. In conclusion, it would seem that the illustrations in Puppy Paws are visually appealing but may vary in the quality of their support and contribution to the printed text.

Summary Statement

Puppy Paws is distinctive among preprimers because of its visual contrasts. Each story introduces the reading child to a new set of characters and a new graphic style. With these variations in style come variations in quality from story to story. The syntactic structure of the reader should not pose any great difficulty for the handicapped child. Semantic meanings, however, may be hard to understand and are not always clarified by the illustrations. Although the format of the reader gives it a primarily structural theme, a conceptual theme based on the environment 'in-out-and-around the house' is evident and could be used for developing a language-learning unit.

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THE STEPS TO CREATE A LANGUAGE-LEARNING UNIT

1. Choose a theme from the preprimer to which your students will be exposed at the first grade level.
2. List your curricular objectives for the period of time the unit will encompass.
3. List the vocabulary from the reader.
4. List the language structures used in the reader.
5. Plan the physical layout of the environment in your classroom.
6. Collect resource materials related to the theme.
7. Begin the activity file which you will use to build up the environment.

The creation of a language-learning unit in your classroom is a very individual endeavor. It must meet your needs, make use of your unique talents, and reflect the interests and experiences of your students if it is to be a successful, meaningful part of your daily activities.

In that the unit becomes an integral part of your curriculum, rather than a separate entity in the classroom, it would be counter-productive to present exact procedures and strict guidelines for using this approach. Therefore, the project staff has developed seven general steps to be used as an outline. Specific examples from the park unit developed by the staff, based on A Duck Is A Duck, Ginn 360, have been cited where it was thought that they would aid in understanding. In addition, a bibliography of resources used to create language-learning units has been included. It is important to remember that these examples are only suggestions. It is the hope of the staff that each educator constructing a language-learning unit will use the basic premises expanded upon here and adapt them to his/her particular teaching style.

1. THE THEME

Select an exciting, meaningful theme for your communicative environment from the reader to which your students will be exposed at the first grade level. The theme should be conceptual so that a physical structure can be created. Some readers do contain conceptual themes that are environmental in nature. Examples include a park from A Duck Is A Duck, Ginn 360; a zoo from Helicopters and Gingerbread, Ginn 360; and a circus from Sun Up, The Bookmark Reading Program.

Often an ideological theme will exist in readers, but the environment must be created from looking further into the pictures and text or by relating the theme to a particular place that can be constructed in the classroom. In designing a language-learning unit from Rhymes and Tales and Books and Games, Holt, Rinehart, and Winston, the project staff created a reading house. This environment was determined from the theme of books and their uses that was predominant in the readers and from the fact that the pictures and stories portrayed many events taking place in the various rooms of the house.

Several readers contain only phonological themes where nothing conceptual is apparent at all. When this is true, choose a theme from another aspect of your curriculum. You will still be able to include the vocabulary and language structures found in the reader. An example of such a series is The Palo Alto Reading Program. Teachers using this series have created a community as this was a social studies theme in their curricula.

2. THE CURRICULAR OBJECTIVES

List your curricular objectives for the period of time the unit will encompass. This is a very important step as it will give you insight into the kinds of activities you will want to include in the unit. It will also help you to remember that you are creating a language-learning unit that reinforces your curriculum and enhances language skills rather than teaching the concepts found in the theme, although the students will learn them incidentally.

The students will construct and build up the environment through the reinforcement of curricular objectives. The objects they make for this purpose will continue to change, grow, and be used as teaching materials once they are completed. The way in which this is carried out is explained in step seven.

The following are sample, readiness-level, curricular objectives which were developed for the Montgomery County Intermediate Unit programs for children with hearing impairments and communication disorders. All activity files composed for the various units designed by the project staff are based on these objectives.

SAMPLE KINDERGARTEN CURRICULUM

Language

1. The student will demonstrate ability to communicate his/her wants and needs by:
 - a. Making statements which are understood by the listener.
 - b. Generating questions which are understood by the listener.
 - c. Using appropriate vocabulary in conveying his/her message.
 - d. Using correct grammatical form in conveying his/her message.
2. The student will demonstrate ability to seek, process, and give information by:
 - a. Describing an object in terms of its attributes of size, shape, color, and function, using appropriate vocabulary and correct syntax.
 - b. Answering questions concerning all classroom activities, utilizing presented concepts and vocabulary.
 - c. Asking appropriate questions.
 - d. Making a comment relating to a statement or probing a statement with further questioning, using appropriate vocabulary and correct grammar.
3. The student will demonstrate ability to communicate ideas and experiences by:
 - a. Using appropriate sentences in proper sequence in response to probing.
 - b. Initiating a statement relating to personal experience.
4. The student will demonstrate ability to communicate in social interaction by:
 - a. Describing what he/she is doing in a play situation.
 - b. Verbally directing others in a play situation.
 - c. Making verbal requests of others.
 - d. Offering verbal assistance to others.
 - e. Expressing ideas about toys or experiences.
 - f. Conversing within imaginary roles chosen in a play experience.
5. The student will demonstrate ability to make use of the concepts, vocabulary, and language structures presented in academic content areas within all classroom activities as exhibited in the teacher's recording of spontaneous communication.

Math

1. The student will demonstrate ability to classify information by grouping and regrouping familiar objects in terms of specific and broad classifications.
2. The student will demonstrate understanding of comparison by comparing objects in terms of height, length, size, and quantity from 0-10 (more, fewer, as many as).
3. The student will demonstrate understanding of seriation and the ordinal numbers by ordering objects in terms of position, height, length, and size in ascending and descending order, and in terms of the numbers 0-5 in ascending order.
4. The student will demonstrate understanding of whole numbers by:
 - a. Forming and labeling sets of objects (0-5).
 - b. Counting by ones through 5.
 - c. Matching numerals (0-5) with appropriate sets.
5. The student will demonstrate understanding of joining and separating sets by participation in dramatizations involving these actions.
6. The student will demonstrate understanding of geometry by:
 - a. Using the concepts top, bottom, above, below, up, and down to identify positions in space.
 - b. Differentiating between open and closed curves and between shapes with curved or straight edges.

Reading Readiness

1. The student will demonstrate ability to recognize similarities and differences in objects, concrete pictorial representations, symbols and designs within all academic content areas by indicating which are the same and which are different.

2. The student will demonstrate ability to give the reason that explains the difference or similarity between given objects, concrete pictorial representation, symbols, and designs.
3. The student will demonstrate ability to give 5 words associated with each alphabet letter and tell about them in terms of their attributes.
4. The student will demonstrate ability to label a letter's position in a word as first, middle, or last.
5. The student will demonstrate ability to identify 20 meaningful printed words.
6. The student will demonstrate ability to arrange 3 pictures in logical order and to tell a story about them.
7. When reading a story, the student will demonstrate ability to tell a story about a picture as guided by the teacher's questions.
8. The student will demonstrate understanding of a read story by answering teacher's questions that relate to:
 - a. Comparison of real life situations to ideas in the story.
 - b. Anticipation of future events.
 - c. Cause and effect within the story plot.
 - d. Comparison of real and fantasy situations.
 - e. Observation of details.
 - f. Character's traits and feelings.
9. The student will demonstrate ability to derive meaning from picture clues by:
 - a. Expressing what he/she sees.
 - b. Expressing what he/she thinks is happening.
10. The student will demonstrate ability to consistently use his/her eyes, hands, and feet in a right or left-sided approach.
11. The student will demonstrate understanding of the terms of left and right by pointing to the appropriate side when requested.

Science

1. The student will demonstrate understanding of the concept of balance through the manipulation of objects on a balancing scale.
2. The student will demonstrate ability to identify likenesses and differences in the meaningful things he/she sees, hears, tastes, smells, and touches.
3. The student will demonstrate understanding of the concept of length through the use of linear measurement techniques at the kindergarten level.
4. The student will demonstrate understanding of the concept of temperature through the use of the thermometer at the kindergarten level.
5. The student will demonstrate ability to categorize objects according to float/sink and melt/not melt.
6. The student will demonstrate ability to apply his/her knowledge of sensory experiences to growth experiments by classifying seeds and plants according to size, shape, color, smell, and texture.

Social Studies

1. The student will demonstrate ability to name eyes, ears, head, mouth, nose, shoulder, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, toes, chin, cheek, forehead, tongue, hair, and teeth on him/herself and others.
2. The student will demonstrate ability to label the functions of the following body parts: eyes, ears, nose, mouth, arms, hands, fingers, legs, and feet.
3. The student will demonstrate ability to draw a person, including head, eyes, nose, mouth, ears, hair, body, arms, hands, legs, and feet.

4. The student will demonstrate ability to imitate body positions of others.
5. The student will demonstrate ability to utilize his/her eyes, nose, mouth, ears, and hands to identify presented objects.
6. The student will demonstrate ability to name male and female articles of clothing which cover above mentioned body parts.
7. The student will demonstrate understanding of the family unit by:
 - a. Pantomiming activities.
 - b. Identifying picture absurdities.
 - c. Identifying related sounds.
 - d. Classifying objects, people, and events.

Emotional Readiness for Formal Learning

1. The student will demonstrate ability to complete given tasks within the framework described by the teacher.
2. The student will demonstrate ability to focus attention meaningfully through positive involvement in the lesson.
3. The student will demonstrate ability to sit quietly during classroom activities where appropriate.
4. The student will demonstrate ability to listen carefully to entire directions before acting upon them.
5. The student will demonstrate ability to participate in group discussions by listening to other children.
6. The student will demonstrate ability to take his/her turn in an orderly manner throughout all school activities.
7. The student will demonstrate ability to assume responsibility for his/her own possessions and assigned duties.
8. The student will demonstrate respect for property through its appropriate care and use.

9. The student will demonstrate ability to accept opposition and defeat in a positive manner by exhibiting patience, motivation to try again, and a sense of humor.
10. The student will demonstrate self-confidence through:
 - a. Carrying out activities independently in an appropriate manner.
 - b. Accepting changes in routine.
 - c. Eagerly searching for new tasks and activities.
 - d. Opening him/herself up to the enjoyment of activities with peers.
11. The student will demonstrate flexibility in thinking patterns by:
 - a. Seeking alternative solutions.
 - b. Approaching a task in a variety of ways.
12. The student will demonstrate positive interactive behavior with his/her peers within an academic and/or social group.

Fine Motor Skills

1. The student will demonstrate ability to hold a pencil and a crayon using a pincer grasp.
2. The student will demonstrate ability to draw curved, straight, and slanting lines.
3. The student will demonstrate ability to connect lines at intersecting points.
4. The student will demonstrate ability to trace simple forms.
5. The student will demonstrate ability to color in one direction within the lines.
6. The student will demonstrate ability to copy shapes, letters, and numerals.
7. The student will demonstrate ability to form from memory simple letters of the alphabet and numerals within practice paper lines.
8. The student will demonstrate ability to hold scissors correctly.
9. The student will demonstrate ability to cut along a defined line and curve.

10. The student will demonstrate ability to glue and paste within a restricted area.
11. The student will demonstrate ability to hold a paintbrush using a pincer grasp.
12. The student will demonstrate ability to paint within the boundaries of the paper.
13. The student will demonstrate ability to tie shoe laces and hat strings in a bow.
14. The student will demonstrate ability to button, snap, and zip clothing.
15. The student will demonstrate ability to put on and remove outside clothing.
16. The student will demonstrate ability to open and close container tops used in the classroom.
17. The student will demonstrate ability to pour liquid without spilling.
18. The student will demonstrate ability to coordinate fine muscle movement to manipulate, build, and create.

3. THE VOCABULARY

List the vocabulary found in the reader that you want to incorporate within the unit. Remember to include words derived from pictures as they often give as much or more information than the text at the preprimer level. You may also want to make a list of supplementary words that would be important for your students to know. Looking at this vocabulary will later enable you to plan the components of the unit, create activities, and initiate discussions using these words.

The following is a sample vocabulary list from the park unit.

A Duck Is A Duck, Ginn 360 ^{At} (The Park)

Vocabulary from the text:

<u>Nouns</u>	<u>Verbs</u>	<u>Adjectives</u>
park	look	little
duck	get	
turtle	stop	<u>Articles</u>
book	guess	a
mother	see	the
rabbit	hop	
	help	
	eat	<u>Adverbs</u>
<u>Pronouns</u>	said	here
I	like	yes
me	is	fast
you	are	not
we	can't	
it	run	
this	ride	<u>Prepositions</u>
what	come	at
	swim	to
<u>Conjunctions</u>	want	with
and	do(n't)	
but	read	
	will	

Vocabulary from the illustrations:

	<u>Nouns</u>		<u>Verbs</u>
sign	light	teacher	walk
girl	gate	box	feed
boy	clock	chain	fly
street	butterfly	eraser	yell
bag	pond	table	laugh
lunch	water	bird	climb
dog	food	sink	hold
leash	bread	cage	carry
walk	apple	flag	crawl
lamp	sandwich	bug	point
grass	swings	rock	draw
bench	merry-go-round	bed	
flower(s)	bat	chair	<u>Adjectives</u>
body	junglegym	ladder	upside-down
trashcan	steps	rug	happy
building	sidewalk	frog	hungry
city	blackboard	mushroom	angry
			funny

4. THE LANGUAGE STRUCTURES AND THE LINGUISTIC ANALYSIS AND SUMMARY

List the language structures from the reader with which you want to familiarize your students in order to facilitate their initial reading experience. Once you are aware of these, you will be able to incorporate them into your daily classroom activities, both formal and informal.

The section of this manual concerning linguistic analysis shows the complete language breakdowns of several readers. On the following pages, you will find examples of language structures found in A Duck Is A Duck, Ginn 360, and suggestions for using them in classroom communications, as well as a complete linguistic analysis and summary.

A Duck Is A Duck, Ginn 360 ^{At} (The Park)

A Duck Is A Duck

Classroom

Noun - Verb

Ben can help
No, you can't!
Stop! Stop!

The boys can help.
No, you can't!
Run! Run!

Noun - Verb (tr) - Noun

Get this, ducks
The ducks can get this.
Stop the ducks, Bill.
Lad will stop the ducks.
Lad will not get the ducks.

John can color the turtle.
Glue this, Mary.
The rabbit will not eat the
celery.

Noun - Verb (to be) - Noun

This is Bill.

This is a frog.
This is Susan.

Noun - Verb - Preposition/Adverb

Bill is at the park.
Here is Jill.
Look at the ducks.
We will eat here.
You can't eat here.

Laura is at the duckpond.
Here is the leaf pattern.
Look at the blackboard.
We will play here.
We can't paint here.

Compound Structures

Look at Ben and the ducks.

Look at the ducks and the
fish.
Cut out the rabbits and the
squirrels.
Count the red leaves and the
yellow leaves.

Inverted Question Forms

Is lad at the park?
Jill said, "Can we, Bill?"
"Can we eat here?"

Is the frog in the park?
Is Mary near the door?
John said, "Can we eat lunch
in the park today?"

A Duck Is A Duck

Classroom

Sentence Fragments

No, Lad!
No, ducks! No!

Good, Mary! Good!
Very neat, Jan. Very neat!

Complex Sentences

Ben said, "Look here, Bill."
Ben said, "Stop, ducks."
Jill said, "Can we, Bill?"
Help Ben stop the ducks.

I said, "Stop coloring."
Mary said, "Look at the trees."
John said, "Can we play in the
park?"
Help Susan finish the puzzle.

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V =10	"Look at <u>Ben and the ducks</u> ." — object of preposition	Bill said, "Look here, Ben." "Here, ducks," said Ben.* Jill said, "Look, Bill." Ben said, "Here's a duck." Ben said, "Stop, ducks." Jill said, "Bill, we can help Ben." "We can help Ben stop the ducks." Jill said, "Look at Lad go." Bill said, "Here, Lad!"* Ben said, "Here Lad!"* Jill said, "Bill, look here." Ben said, "Can we stop here?" Jill said, "We can eat here." Bill said, "O.K."* Bill said, "Lad will help." Ben said, "Run, ducks!" Jill said, "Here, Lad."* Ben said, "Yes, Lad."* Ben said, "Look at me, Jill." Jill said, "O.K., Ben."* "I can't stop this ride!" said Ben. Jill said, "Ben can't stop." "We'll help you, Ben," said Jill. Bill said, "Yes, Ben."* "Will you ride with me?" said Ben. Jill said, "O.K., Ben."*	
2. N + V _{be} + Adj	"Can we <u>stop and eat</u> ?" — verb		
3. N + V _{be} + N	I'll <u>run and help</u> . — verb		
4. N + V _{tr} + N	"Bill, run and help Ben." — sentence		
5. N + V _{intr} + N =18	" <u>Bill and I</u> can stop the ride." — noun/pronoun subject		
6. N + V + Prep/Adv Prep.=7 Adv.=5			
7. N + V _{st} + Adj			
8. N + V _{st} + N			

* Fragments

Kernel Sentences

N + V

1. "Stop, Lad."
2. "Stop!"
3. Ben can help.
4. "Can we stop and eat?"
5. No, you can't!
6. "You can ride."
7. I can't stop.
8. I'll run and help.
9. "Will you ride, Jill?"
10. Run!

N + V_{tr} + N

1. "Get it, ducks."
2. "This duck can get it."
3. "Stop it, ducks!"
4. Lad will get the ducks.
5. "Get it, Lad."
6. Ben can get Lad.
7. "Lad will not get the ducks."
8. You can't eat this.
9. "Lad will stop the ducks."
10. You can't eat here.
11. "Lad will stop you."
12. You can eat this.
13. "Eat it, Lad."
14. You can eat it.
15. "We will not stop you."
16. "Help me!"
17. "Bill and I can stop the ride."
18. "We'll help you."

N + V + Prep

1. Bill is at the park.
2. Jill is at the park.
3. Is Ben at the park?
4. "Look at the ducks."
5. "Look at this."
6. "Look at Ben and the ducks."
7. "Look at me!"

N + V + Adv

1. Here's Bill.
2. Here's Jill.
3. Here's Ben.
4. "We will eat here."
5. "I'll ride here with you."

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
look -- present stop -- " help -- " get -- " run -- " eat -- " is -- present irregular can -- " " can get -- present modal can help -- " " can stop -- " " can eat -- " " can ride -- " " said -- past irregular will get -- future will eat -- " will help -- " will stop -- " will run -- " will ride -- " go -- verbal	Bill park Jill Ben ducks Lad ride	at with	this	and
	<u>Pronouns</u> (you)/you this it we me I	<u>Adverbs</u> here not/n't no yes	<u>Articles</u> the	<u>Interjections</u> No, duck! No! <u>Direct Address</u> Ben Bill Lad Jill ducks

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: Is Ben at the park? Ben said, "Can we stop here?" "Will you ride, Jill?" "Will you ride with me?" said Ben.	here's — adverb-verb contraction can't — negative contraction I'll — pronoun-verb contraction we'll — pronoun-verb contraction ducks — plural <u>s</u>	Here's Bill. Bill said, "Look <u>here</u>, Ben." — (there) " [<u>Here</u>, ducks] ," said Ben. — (come here) Jill said, "Bill, <u>look here</u>." — (come here) I will ride <u>here</u> with you. Lad will <u>get</u> the ducks. "<u>Get</u> it, Lad." "<u>Stop it</u>, ducks!" — (cease an activity) We can help Ben <u>stop</u> the ducks. — (prevent from eating) Can we <u>stop</u> here? — (rest) "Stop, <u>Lad</u>." — (punctuation determines meaning) I can't <u>stop</u> this ride! You <u>can't</u> eat this. — (aren't allowed) Ben <u>can</u> help. — (is able)
Wh Questions:	<u>Negatives</u> not can't	Bill said, " [<u>OK</u>] ." Jill said, " [<u>Look at Lad go</u>] ." <u>Multiple Usage</u> this — pronoun and adjective

Word Complexity	Illustrations	Difficult Structures/Problem Areas
305 words = 4.12 74 utterances words per utterance 74 utterances = 3.89 19 pages utterances per page <u>Spache Readability</u> <u>Formula</u> # words = 103 # sentences = 24 # hard words = 2 (here's, o.k.) Grade Level = 1.36 (interpolated score)	Graphic style: solid line water color drawings; photographs of three dimensional paper and object scenes. Illustrations are: Detailed. Not sharp; runny. Unnatural. Realistic and fantasized. Two and three dimensional. Bright and colorful. Realistic stories are well-proportioned. Fantasized stories are not. Layouts are well-balanced, although a number of two-page picture spreads are contained in the reader. Language and illustrations support one another. Facial expressions may appear somewhat unnatural due to graphic technique.	Direct discourse: complex sentence two tenses (present and past) punctuation capitalization word order — Ben said, " ". " , " said Ben. Direct address Overuse of pronouns and adverbs: Look at <u>this</u>. You can eat <u>this</u>. Get <u>it</u>, Lad. Can we stop <u>here</u>? Contractions Idioms and multiple meanings

A DESCRIPTIVE SUMMARY OF A DUCK IS A DUCK, 1976 EDITION

Theme

The 1976 edition of A Duck Is A Duck has retained the conceptual park theme found in the 1973 edition. Each of the stories within the reader contains a plot which focuses on this theme in some way and which builds upon information presented in the preceeding stories. The characters - Bill, Jill, Ben, and Lad - remain constant throughout the reader. They play in the park, eat their lunch there, feed the ducks, find a turtle in their backyard, ultimately set it free in the park pond, and finally read a storybook about fantasized park animals. The consistency with which the characters and setting are used and with which the plot unfolds combine to produce a concrete, child oriented storyline that is ideal for developing a language-learning unit.

Language

The first five stories of A Duck Is A Duck, which are found on pages six to twenty-three, have been examined for language content within three major categories - vocabulary (list of words), syntax (word order in sentences), and semantics (word meanings). Exercise pages, review pages, vocabulary lists, and poems found between stories were excluded from analysis.

Vocabulary

The five-story sample contains thirty-five words, primarily nouns, pronouns, and verbs. In comparison to the vocabulary found in other first grade preprimers examined, this is a fairly large number of words.

Syntax

Sixty-seven sentences are found in the sample, a very large number in comparison to that contained in other first preprimers. Most of them are declaratives (statements), the easiest to decode. Four are interrogatives (questions), fourteen are imperatives (commands), and none are exclamations.

Page one of the analysis chart shows three levels of sentence complexity - kernel (simple), compound, and complex - in developmental order, or the order in which they are acquired naturally by children. Approximately half of the sentences studied in A Duck Is A Duck are kernels, and half are complex sentences written in direct discourse format. For children who have not yet acquired an understanding of complex structures and transformations, one might anticipate difficulty in the use of this series.

The sentences found in the first five stories may be broken down into the following components:

- a. Eleven verbs used in twenty-two different forms and tenses.
- b. One plural.
- c. Four contractions.
- d. No possessives.
- e. Two negatives.
- f. Punctuation - periods, commas, exclamation points, question marks, and quotation marks.

Semantics

Sometimes a group of words is used idiomatically, meaning that it does not have a literal translation that makes sense; or it may be interpreted more than one way, giving it a multiple meaning. In either case, a child may not understand the intended purpose of the message. In the sentence You can't eat this, for example, the word can means "have been given permission to," while in the sentence Ben can help,

can means that Ben "is able." The word here is used idiomatically to mean "come here" in the sentence "Here, duck," said Ben, whereas it means "there" in the sentence, Bill said, "Look here, Ben." These and other examples of confusing words and phrases are listed with their intended meanings on page four of the accompanying chart.

A Duck Is A Duck has an average of four words per utterance and of nearly four utterances per page. Using the Spache Readability Formula, a grade level of 1.36 has been derived mathematically, which means that the stories analyzed are designed for use in the first third of the first grade year. The results of these computations imply that the degree of difficulty of this sample is appropriate for a child who is at the first grade reading level chronologically and academically.

Illustrations

The 1976 edition of A Duck Is A Duck is illustrated with solid line water color drawings and a few photographs of three dimensional paper and object scenes. The pictures are notably different from those found in the 1973 edition. They are much more detailed and realistic than the old ones, which tended to be flat and two dimensional. They are bright and colorful and contemporary, and they provide a great deal of language content that extends beyond what is provided by the text. A somewhat "runny" quality detracts from the clarity and sharpness of the illustrations, giving the characters a slightly unnatural appearance. This is particularly true of facial expressions.

All of the realistic stories in A Duck Is A Duck are well proportioned. The last two stories in the book, which are fantasized, are not proportioned well, but because they are fantasized accounts, this does not detract from their effectiveness. Numerous two page

picture spreads, which require a child to process twice the amount of information as would a single page spread and may therefore be twice as difficult to understand, are contained in the reader. These layouts are well balanced, however, as are most of the layouts in the book, and make good use of space.

Summary Statement

A Duck Is A Duck is a basal reader with a strong conceptual theme. Its stories contain well constructed plots and depict common childhood experiences. The book is comprised of large quantities of language with syntactic structures and semantic meanings that may be hard for the language delayed child to process. The difficulties may be counteracted by the conversational format, which lends itself to a wealth of role playing situations. The illustrative style has been drastically changed in this edition, improved in some respects and possibly made less distinct in others. The illustrations do support the language content and the overall theme of the reader, a factor which strengthens the impressions that A Duck Is A Duck is a unified whole composition.

5. THE PHYSICAL LAYOUT

Choose the best size and location for the physical structure in your classroom. You will want it to be visible at all times, yet away from the mainstream of activity, so that it will not need to be constantly moved. It is beneficial to have it large enough to accommodate the students but not at the expense of necessary space. In that case you run the risk of it becoming an annoyance to you and your students.

Consider how much preparation time will be required of you alone, and keep in mind that you want the students to do as much as possible. Do not make construction plans so complex that only you can carry them out. The unit should be teacher initiated but child-made; therefore the amount of creation time you will spend will be minimal.

Although the size and shape of the structure you create in your classroom depend upon the physical layout of the room, the theme of the unit should be taken into consideration also. A park really needs to be in one concentrated area whereas a community or a house could, if desired, be divided into buildings or rooms and placed in various areas of the room as learning centers. Again, these variations depend on individual needs.

There are many ways to actually build the environment in your classroom. Large cardboard sheeting, usually available for school projects free or at a nominal cost from box companies, make excellent boundaries. They can be painted by the students, and you can easily cut them if necessary with an exacto knife. Other objects that can be used for boundaries include room dividers and screens, standing bulletin boards, extra desks, chairs, and so forth. In a small room a bulletin board can suffice for the unit. If your bulletin boards

are high, however, it may be preferable to use the wall space beneath them, as you will want the students to be able to manipulate the objects there.

All of the above ideas and the following sample layout are only suggestions. Your imagination, the supplies available to you, and your own particular needs will dictate what you do.

CONSTRUCTION OF THE CLASSROOM PARK - SMALL ROOM

It is best to choose a wall that is away from the mainstream of the class. Begin from the floor up so that the park will be within the children's reach. If you have any extra floor space in front of the wall, use it for the pond, animals, etc.

The background can be done in a variety of ways. You can use plain paper, draw the horizon line, and have the children paint the grass and sky. It is best to do all painting on the floor; then when it is dry, attach it to the wall. Another option is to put up green and light blue paper. Large objects such as trees and playground equipment can be traced and cut from colored paper or painted onto the background from your outline. The above are only suggestions, however. Your creativity and that of the children are of utmost importance in the construction of the park.

The pond, a very important aspect of the park, due to the emphasis it is given in A Duck Is A Duck and to the many types of life inhabiting it, can be made in a variety of ways also. This is one idea: Trace and cut a pond from blue paper, or paint one onto the background. Cut an identical shape from blue acetate, and attach it on top of the first one. Slip paper fish between the two to give the impression of their being in the water. Ducks, frogs, turtles, etc. can be placed on top of the acetate. If floor space is available, make a blue paper pond on the floor.

Once the basic structure of the park is complete, the animals, insects, birds, flowers, etc. can be made by the children. Use any of the activities we have listed, both academic and fine motor, or any of your own creative ideas.

It should be noted here that the drawing accompanying these suggestions portrays a very involved park. That is not to say that every park created through this approach would include every object pictured. Certainly that would not be feasible in most cases. Rather the drawing includes many options so that you can choose from them those which will be most beneficial to you.

Suggested Layout for the Park - Small Room



CONSTRUCTION OF THE CLASSROOM PARK - LARGE ROOM

If your classroom can accomodate it, the park should be large enough for the students to sit in comfortably. It can be as involved or as simplistic as you wish and can be created with any materials available to you. Exact dimensions depend on the size and shape of the classroom and the amount of space you can spare easily.

There are many ways to create the boundaries of the park. You can make use of one or two walls of the room covered with paper. The other boundaries can be made from large cardboard sheeting, often available free or at a nominal fee from box companies for school projects, or any other panels, room dividers, standing wooden planks, extra desks and chairs, or bookshelves not being used for other purposes. For the background you may want to draw outlines of grass, sky, simple trees, and playground equipment and have the students paint them. Another option is to paint only the grass and sky and make paper cutouts of the other objects. The students can paint trees that have been cut from cardboard also. If you want to avoid painting altogether, when you cover the walls, use green and light blue paper, again making paper cutouts of the other objects.

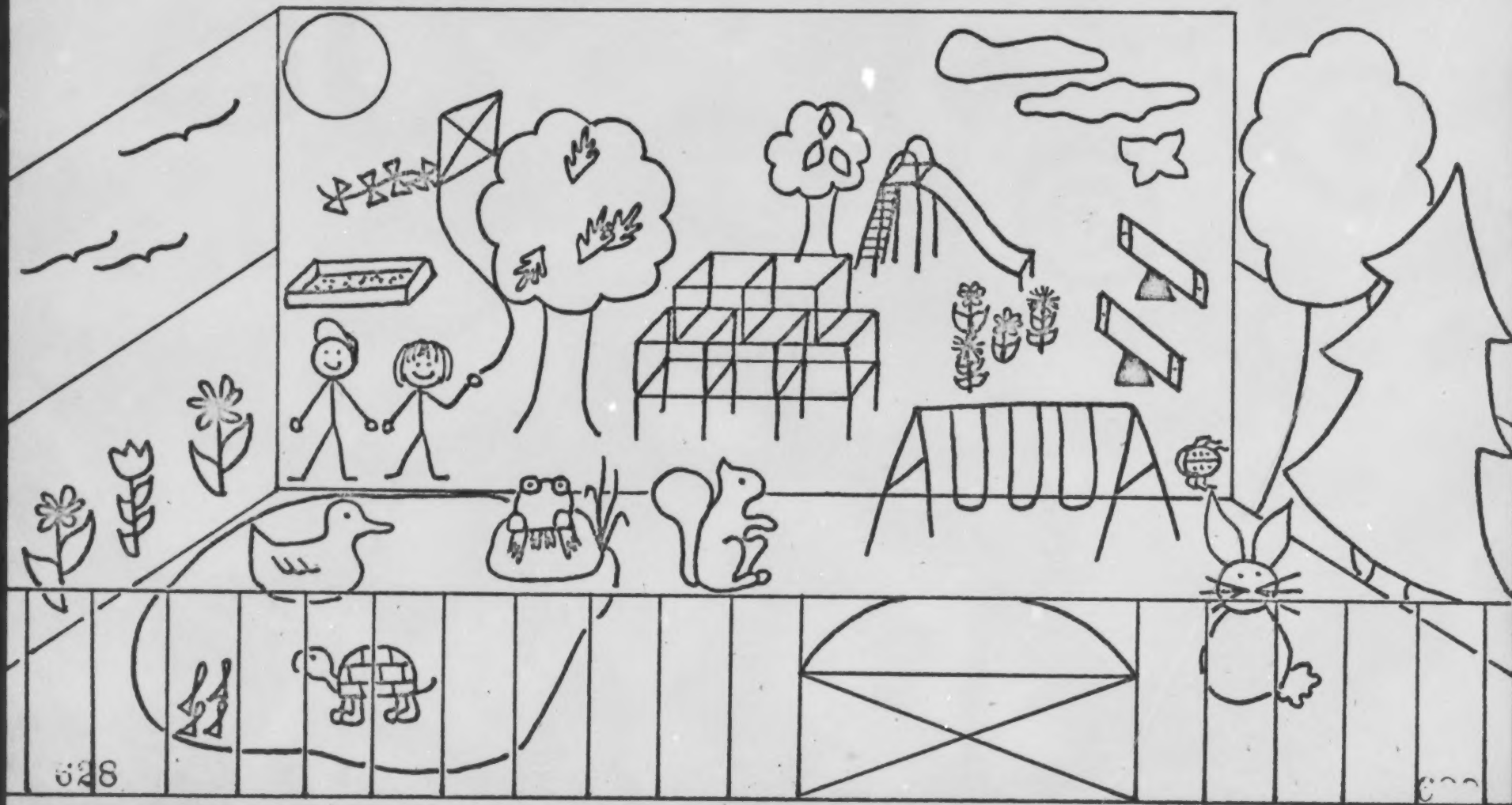
The pond, a very important aspect of the park due to the emphasis it is given in A Duck Is A Duck and to the many forms of life inhabiting it, can be made in a variety of ways. Some suggestions include using a clear plastic storage box or a dishpan covered with clear plastic wrap so that fish can be placed inside and ducks, frogs, and turtles can be placed on top. The pond may also be blue paper on the floor or wall, or anything else that you or your students think appropriate.

Once the basic structure of the park has been completed, all

other elements should be made by the students through reinforcement of their academic objectives. Suggestions can be found in the activity file that is a part of this unit.

It should be noted here that the drawing accompanying these suggestions portrays a very involved park. That is not to say that every park created through this approach would include every object pictured. Certainly that would not be feasible in most cases. Rather, the drawing includes many options so that you can choose from them those which will be most beneficial to you.

Suggested Layout for the Park - Large Room



6. THE RESOURCE MATERIALS

Collect resource materials such as pictures, books, puzzles, games, and filmstrips that are related to the theme. Take advantage of people at your disposal such as librarians and audio-visual specialists. The following bibliographies list books and instructional materials related to the park unit.

SELECTED PARK BIBLIOGRAPHY

PICTURE BOOKS

- Berg, Jean Horton. Big Bug, Little Bug. Chicago: Follett Publishing Company.
An ant and a lady bug set out on an adventure with surprising results.
- Brown, Margaret Wise. Goodnight Moon. New York: Harper & Row Publishers, Inc., 1947.
A little rabbit says a tender good-night in rhymes and pictures to places and things in a child's world.
- _____. The Runaway Bunny. New York: Harper & Row Publishers, Inc., 1972.
Bunny fantasizes running away to exotic places (a pond, a vegetable patch), only to discover his mother waiting for him in every fantasy. Exquisite illustrations.
- Bruna, Dick. the egg. Chicago: Follett Publishing Company, 1968.
When an egg is found in the grass, a variety of animals claim it as their own and anxiously wait for it to hatch.
- De Lage, Ida. Am I A Bunny? Champaign, IL: Garrard Publishing Co.
A brown bunny thinks he is a rat, a cat, a squirrel, and a frog. His mother attempts to point out his bunnylike characteristics.
- _____. A Bunny Ride. Champaign, IL: Garrard Publishing Co.
Mother Bunny takes her four babies to Mr. Bear's store. En route she solves the problem of how to carry them.
- _____. Bunny School. Champaign, IL: Garrard Publishing Co.
Four baby rabbits learn survival skills at bunny school.
- _____. The Squirrels' Tree Party. Champaign, IL: Garrard Publishing Co.
On a rainy day when the squirrels have nothing to do, they plan a Sunny Day Party with other forest animals.
- Dobbelaere, Suzi, illustrator. My First Book of Seasons. Kansas: Hallmark Cards, Inc.
The changing seasons are depicted wordlessly for very young children.
- Eastman, Philip D. Flap Your Wings. New York: Random House, Inc., 1969.
Mr. and Mrs. Bluebird unknowingly hatch an alligator, then attempt to teach it to fly.
- Getz, Arthur. Hamilton Duck. New York: Golden Press, 1972.
Hamilton's plans for an early morning swim in the pond are disrupted by winter's approach. His innocent amazement is delightful.
- Hill, Christopher. Tom Turtle. Lexington: Ginn and Company, 1974.
Tom's activities lead one to believe that he is more human than animal.

Mayer, Mercer, and Mayer, Marianna. A Boy, a Dog, and a Frog. New York: The Dial Press, Inc., 1967.

A boy and a dog take a fishing trip and wind up with more than they bargained for. This is the first in a series of wordless picture books, all of which are delightfully illustrated.

_____. Frog on His Own. New York: The Dial Press, Inc., 1975.

A frog can get into many places where he just isn't wanted.

_____. Frog Goes to Dinner. New York: The Dial Press, Inc., 1977.

Frog goes to a fancy restaurant with a boy and causes pandemonium.

_____. A Boy, a Dog, a Frog, and a Friend. New York: The Dial Press, Inc.

_____. Frog, Where Are You? New York: The Dial Press, Inc.

_____. One Frog Too Many. New York: The Dial Press, Inc.

_____. Four Frogs in a Box. New York: The Dial Press, Inc.

McClouskey, Robert. Make Way for Ducklings. Puffin Books. New York: The Viking Press, 1977.

A family of ducklings goes on an outing, then needs a policeman to get them safely home to the park.

Poulet, Virginia. Blue Bug's Safety Book. Chicago: Childrens Press, 1973.

By observing safety signs, Blue Bug arrives safely home.

Rickets, Michael, illustrator. Rain. New York: Grosset and Dunlap, Inc., 1971.

A starter book in which factual weather information is presented using controlled vocabulary for small children.

Risom, Ole. I Am a Bunny. New York: Western Publishing Company, Inc., 1963.

Springtime is seen through the eyes of a bunny named Nicholas.

Udray, Janice May. A Tree Is Nice. New York: Harper and Row, Inc., 1956.

The delights to be had in, with, or under a tree are viewed through a child's eyes. Even one tree is nice if it's the only one you have.

NON-PICTURE BOOKS

- Asheron, Sara. The Three Coats of Benny Bunny. Wonder Books. New York: Grosset and Dunlap, Inc., 1968.
A rabbit experiences changes of coat with changes in the seasons.
- Bailey, Carolyn Sherwin. The Little Rabbit Who Wanted Red Wings. New York: Platt and Munk Publishers, 1961.
A bunny who longs to be something else learns an important lesson.
- Bancroft, Henrietta, and Van Gelder, Richard G. Animals in Winter. New York: Thomas Y. Crowell Company, 1963.
Children are introduced to the influence of weather on the survival of animals (bats, woodchucks, deer, rabbits, wolves).
- Baran, Tancy. Bees. Wonder Books. New York: Grosset and Dunlap, Inc., 1971.
The life cycle of bees is told simply and graphically for young children.
- Berenstain, Jay. The Bears' Picnic. New York: Random House, Inc., 1975.
The bears encounter their usual difficulties on a family outing.
- Bruns, Dick. the apple. Chicago: Follett Publishing Company, 1968.
An apple flies away on the wings of a cockbird to explore the country side, arriving home before dawn so that no one is the wiser.
- Bulla, Clyde. A Tree Is a Plant. New York: Thomas Y. Crowell Company, 1960.
The life of an apple tree is illustrated with vivid pictures and simple text.
- Burton, Leslie. Growing Up in Nature. New York: Questor Education Products Company.
Photographs depict the transformations of various life forms, including the metamorphosis of a tadpole into a frog and a caterpillar into a butterfly, in simple two-stage processes.
- Cano, Robin B.; Newmeyer, Helen Snell; and Thorpe, Bee. Nature Stories. Boston: Houghton Mifflin Company, 1973.
This selection of short stories covers such topics as clouds, snow flakes, spider webs, and bees, and is beautifully illustrated.
- Carle, Eric. The Very Hungry Caterpillar. Cleveland: Collins World, 1970.
A little caterpillar eats and eats and eats, prior to becoming a butterfly.
- Carrick, Carol, and Carrick, Donald. The Pond. New York: The MacMillan Company, 1970.
Graceful poetry and pictures evoke the changing moods of the pond and the creatures that depend on it - fish, a turtle, a dragonfly, and an otter.
- Chernoff, Goldie Taub. Pebbles and Ponds. New York: Walker and Company, 1973.
This is a book of nature crafts for children ages 4-8.

Chittenden, Margaret. When the Wild Ducks Come. Chicago: Follett Publishing Company, 1972.

Readers will observe the cycle of life as wild ducks land on daisy-scattered grass, build a nest, hatch and raise their young, and ultimately fly south for the winter.

Daly, Kathleen, and Smith, Susan. Ladybug, Ladybug. American Heritage Press Publishing Company, Inc., 1969.

In this miniature book, an affectionate ladybug rides her bicycle to do her errands and visit friends.

Day, Jennifer W. What Is a Bird? New York: Golden Press, 1975.

Brief text and simple illustrations introduce the basic characteristics of a bird.

_____. What Is a Flower? New York: Golden Press, 1975.

_____. What Is a Tree? New York: Golden Press, 1975.

DeRegniers, Beatrice Schenk. The Shadow Book. New York: Harcourt Brace Jovanovich, Inc., 1960.

A child notes with wonder that his shadow follows him everywhere, even to the park.

Eastman, Philip D. Are You My Mother? New York: Random House, Inc., 1967.

A tiny bird repeats the question posed in the title to plants, animals, and boats until he finds the one he's looking for.

Eberle, Imengarde. A Chipmunk Lives Here. New York: Doubleday, Inc., 1966.

The language in this book is extremely complicated, but young children will enjoy the photographic essay of the chipmunk's life cycle and antics.

_____. Robin on the Window Sill. New York: Thomas Y. Crowell Company, 1958.

As in the previous selection, the language in this book is complex, but the photographs of the birth and care of young robins make it a wise choice as a source book.

Elwart, Joan Potter. What Hides Inside? Chicago: Rand McNally and Company, 1972.

A young boy goes for a walk and discovers that everything in nature has a secret.

Erickson, Phoebe. Animals of Small Pond. Chicago: Childrens Press, 1953.

This true account of animals living near a small pond follows the seasons from the time the pond freezes over until summer is here and gone again.

Esme, Eve. Birds. Wonder Starter Books. New York: Grosset and Dunlap, Inc., 1973.

The habits and life cycle of birds are explained and illustrated very simply for young children.

_____. Eggs. Wonder Books. New York: Grosset and Dunlap, Inc., 1971.

Simple illustrations and language structures depict the development of animals and birds hatched from eggs.

- Ets, Marie. Gilberto and the Wind. New York: The Viking Press, 1963.
Gilberto's unpredictable friend "Wind" plays with the wash on the line, whispers, roars, or says nothing at all, depending upon his mood.
- _____. Just Me. Puffin Books. New York: Viking Press, 1975.
A little boy playing by himself mimics the antics of his animal friends but finds that it is more fun being himself.
- _____. Play with Me. Puffin Books. New York: Viking Press, 1955.
In the meadow, a child meets all the creatures of the outdoors.
- Fisher, Aileen. Do Bears Have Mothers Too? New York: Thomas Y. Crowell Company, 1973.
Colorful illustrations of mother and baby animals are accompanied by poems.
- Flack, Marjorie. Tim Tadpole and the Great Bullfrog. Garden City: Doubleday and Company, Inc., 1934.
Through the process of metamorphosis, Tim discovers that he and the Great Bullfrog are really one and the same.
- Floethe, Louise Lee, and Floethe, Richard. Blueberry Pie. New York: Charles Scribners and Sons, 1962.
A little farm boy sets out to pick blueberries and observes all forms of nature in and around the farm lands.
- Foster, Joanna, and Darwin, Beatrice. Pete's Puddle. New York: Harcourt Brace Jovanovich, Inc., 1969.
Puddles are everywhere! In his big red boots Pete splashes in the backyard puddles, sails his boat, builds dams, and watches the world upside down.
- Francoise, Marie. Springtime for Jeanne-Marie. New York: Charles Scribners and Sons, 1955.
Springtime for a little girl named Jeanne-Marie includes adventures with her friends — a duck and a butterfly.
- Garellick, May. What's Inside? New York: Scholastic Book Services, 1968.
What's inside an egg and what will come out are the themes of this book. Included are photographs that capture the beauty of this natural process.
- _____. Where Does the Butterfly Go When It Rains? New York: Scholastic Book Services, 1961.
Simple pictures show children how various creatures protect themselves from the rain. The question posed by the title is pondered, but no conclusion is drawn.
- Gay, Zhenya. Small One. New York: Viking Press, 1958.
In search of his mother, a lost baby rabbit turns to a skunk, a deer, and a butterfly for help and sympathy.

- Hallinan, P. K. The Looking Book. Chicago: Childrens Press, 1973.
Torn away from television by their mother, two children discover some delights in the outdoors. This is a fun book for all children and an especially significant one for those who wear glasses.
- Harrison, David. Little Turtle's Big Adventure. New York: Random House, Inc., 1969.
Forced from the pond by construction worders, Turtle must find a new home and new friends.
- Hess, Lilo. Rabbits in the Meadow. New York: Thomas Y. Crowell Company, 1963.
The miracle of the birth and growth of three downy baby rabbits is captured on film from the time the nest is built until the rabbits are finally able to leave.
- Hillert, Margaret. The Funny Baby. Chicago: Follett Publishing Company, 1963.
The well-loved tale of the ugly duckling is told in 40 pre-primer words and attractive illustrations.
- Israel, Laurie, compiler. Poems for Weather Watching. New York: Holt, Rinehart and Winston, Inc., 1963.
This well-illustrated book contains a selection of poetry appropriate to the seasons and to various weather conditions.
- Kock, Carl. Ladybug. Chicago: Follett Publishing Company, 1970.
When fire strikes, Ladybug is away from her house atop an iris, chatting with lady friends. This story is taken from the nursery rhyme.
- Krause, Robert. First Robin. Bunny's Nutshell Library. New York: Harper and Row, Publishers, Inc., 1965.
A baby robin wants to be the earliest arrival and so catches a terrible cold, prompting a friendly groundhog to care for him.
- Kriehbiel, Becky, and Kriehbiel, Evans. Freddie's Private Cloud. Chicago: Rand McNally and Company, 1971.
A boy who collects stray animals befriends a small cloud, who then repays him in a very special way. Colorful illustrations of Freddie's animals hidden among the clouds are charming as well as educational.
- Lenski, Lois. Now It's Fall. New York: Oxford University Press, 1956.
This is a nice little book about things to do and changes to note in the fall season.
- Lerner, Sharon. Who Will Wake Up Spring? Minneapolis: Lerner Publishing Company, 1968.
A tree prepares for winter sleep and slowly changes with the seasons as a child watches in amazement.

LeSieg, Theo. Ten Apples Up on Top. New York: Random House, Inc., 1961.
Counting apples on top of a lion's head is the task of this delightful beginner book.

Lionni, Leo. Swinmy. Pantheon Books. New York: Random House, Inc., 1963.
A little fish discovers the beauty of his world and devises a way to enjoy every moment.

_____. The Alphabet Tree. Pantheon Books. New York: Random House, Inc., 1968.

The leaves on the alphabet tree are transformed into letters, the letters spell words, and the words form sentences for the word bug.

_____. Theodore and the Talking Mushroom. Pantheon Books. New York: Random House, Inc., 1971.

The blue mushroom says only one strange word, but Theodore the mouse convinces his friends that the word means nice things about him.

Lobel, Arnold. Frog and Toad Are Friends. New York: Harper and Row Publishers, 1971.

This is the first in a series of five books about two best friends whose adventures include a search for a white, four-holed, big, round, thick button from Toad's jacket. An I Can Read Book and Caldecott Honor Recipient.

_____. Frog and Toad Together. New York: Harper and Row Publishers, 1972.

Frog and Toad continue their friendship as they test their will power on a bowl of cookies and their bravery on a snake, plus three more adventures.

Miles, Miska. Swim, Little Duck. Boston: Little, Brown, and Company, 1976.
Little duck goes to see the world but decides that his pond is best after all.

Moncure, Jane Belk. Rabbit Has a Habit. Chicago: Childrens Press, 1976.
The habits of three little rabbits introduce children to good and bad manners.

Potter, Beatrix. The Original Peter Rabbit Books. New York: Dover Publications, Inc., 1974. Series includes:

The Tale of Benjamin Bunny
The Tale of Jimmy Tiptoes
The Tale of Mr. Jemima Puddles
The Tale of Mr. Jeremy Fisher
The Tale of Peter Rabbit
The Tale of Squirrel Nutkin
and more

Quackenbush, Robert. Too Many Lollipops. New York: Scholastic Book Services, 1975.

This rhythmical tale of the perils that befall a clumsy duck and a doctor's silly advice encourages listeners to join in on the repetitive, nonsensical verses. Vivid colors and comical illustrations add to the story's attraction.

Rosendall, Betty. The Number Ten Duckling. Chicago: Childrens Press, 1972.
Mother duck has particular trouble getting her tenth duckling in and out of the half-empty swimming pool.

Selsam, Millicent E. All about Eggs. New York: Harper and Row Publishers, 1965.

The beginning of life for birds, fish, animals, and children is described for young readers.

Shapp, Charles, and Shapp, Martha. Let's Find Out about Spring. New York: Moffa Press, 1962.

How spring comes about, its effect on plant life, and general spring occurrences are all included in this book.

Silverstein, Shel. The Giving Tree. New York: Harper and Row, Publishers, Inc., 1964.

A tree gives many things to a young boy — shade, apples, a place to climb, boards for a home and a boat, and finally in old age, a place to rest.

Tresselt, Alvin. Follow the Wind. New York: Lothrop, Lee, and Shepard, Inc., 1968.

Nothing can catch the wind. It travels around the world, then grows tired and rocks itself to sleep.

Rain Drop Splash. New York: Lothrop, Lee, and Shepard Company, 1949.

Tiny raindrops merge to become a puddle, then increase in size to form a pond, a lake, a river, and ultimately flow to the sea.

The following books are published by Rand McNally and Company, Chicago, Illinois, in miniature size. They are known as Start-Right Elf Books and may be purchased in most bookstores for 25¢ a piece. Those that are marked with an asterisk (*) have been declared educationally sound by the National College of Education, Evanston, Illinois.

A Moth Is Born
Animal Mysteries
A Picnic in the Park*
Butterball, the Little Chick
From Tadpoles to Frogs
Happy Animals' ABC
Hide-Away Animals
How Seeds Travel
Little Bird
Look for a Rainbow

Mr. Flopears*
Mrs. Duck's Lovely Day
My Oak Tree
The Big Red Apple
The Busy Ants
The Honeybee
The Sparrow's Nest
Turtles Turn Up on Tuesday
Who Wants a Pop Can Park?

PARK-RELATED INSTRUCTIONAL MATERIALS

A Child's World of Poetry. Set of 8 color prints plus 2 records (\$18.00) or cassettes (\$21.00). It's Raining! It's Pouring. We Like to Play.

Adapt-a-Board Books. Transparencies and opaque pages of characters for not-so-artistic teachers to enlarge. Two full pages of helpful ideas and layouts for each character. Sample layout: "Spring Comes to the Pond." Trend enterprises, Inc., 1977, page 10. T-502: Science Characters. T-505: Natural Science Characters. \$3.95 each.

Butterflies. Class kit allows children to witness the life cycle by raising butterflies in the classroom. McGraw-Hill Book Company, Webster Division, page 34. Teachers Guide-\$5.10. Super 8 Film Loops-\$146.19 per set of 6; \$26.19 for individual films. Life Cycle of a Butterfly- 16mm, silent, color, 18 minute film-\$219.00. Price of actual kit unknown, thought to be about \$40.00.

Cubeduc Animals Set Number 2. Block assortment of twelve animals varying in color, position, attitude, and background color. ETA, page 6. #4322. \$15.00/set.

Duorama Games. Games of association and beginning math, preschool through second grade. Playing tiles are sorted into clear plastic answer tray. When game is played correctly, backs of tiles form picture (duck, rabbit, etc.). ETA, page 4. #4850 - Master set-\$129.50. Individual sets-\$15.95 each.

Eggs and Tadpoles. Class kit contains everything necessary to raise frogs in the classroom. McGraw-Hill Book Company, Webster Division, page 35. Class kit-\$45.00. Teachers Guide-\$4.20. Super 8 Film Loops-\$190.00 for set of 8; \$26.19 for individual films. Frog Development, 16mm, silent, color, 18 minute film-\$192.00; 10 minute film-\$225.00. Replacement Package-\$1.96.

How Plants Grow. Bulletin board cutouts. Trend enterprises, Inc., 1977, page 7. T-742. \$3.50.

How Things Move. Mini poster cards, set of 12. A caterpillar crawls, snake slithers, duck waddles, etc. Vocabulary, language, and creative movement activities included on back of each card. Trend enterprises, Inc., page 13. T-605. \$3.25.

Picture Story Study Prints. 13" X 18" color prints, 8 per set, with lessons on back of each print. SVE. \$9.00 each.
A Fresh Water Pond. BSP-181.

Basic Science Series: Common Insects of North America. BSP-101.
Spring Wild Flowers. BSP-102.
Common Birds, Group 1. BSP-104.
Moths and Butterflies, Group 1. BSP-107.
Broadleaf Trees, Group 1. BSP-109.
Familiar Cloud Forms. BSP-115

Playing in the Park. Set of early childhood discovery materials includes books, puzzles, sequence boards, and a large folding picture. Developed by The Bank Street College of Education. Published by The MacMillan Company. \$68.65/kit.

Pop Out Puzzles: Park Fun and All Kinds of Shapes. Sturdy, colorful puzzles depict park scenes, measure 11" X 13". Developed by The Bank Street College of Education. Published by Intelicor Products and Services, Inc. \$2.75/puzzle.

Season Stories. Four interpretations of the seasons on sound film-strips. Elementary level. United Learning, page 14. ML Catalogue Number 7. \$55.00. Spring-In a Daydream Meadow. Summer-Reflections on Lake Blue Water. Autumn-Landscape of Change. Winter-Ice Fire Lights.

Signs of Spring. Four mini poster sets, 12 cards per set, plus activities. Trend enterprises, Inc., page 13. T-601: Fall. T-604: Summer. \$3.25/set.

Spring Things: All Purpose Tag Set. Thirty posterboard tags (frog, sun, caterpillar, mushroom, and butterfly), 5" X 6". Trend enterprises, Inc., 1976, page 20. T-344. \$2.50/set.

Talking Picture-Story Study Prints. 13" X 18" color prints, 8 per set, plus record or cassette. BTSP-104: Common Birds, Group 1.

7. THE ACTIVITY FILE

Begin a file of activities to build up the environment based on the curricular objectives that you listed previously. As each object created during an activity is added to the physical structure, it will become a teaching material that can continually be used for reinforcement of your objectives.

This file will grow as you add activities throughout the life of the unit, not only the first time that you use it but in the ensuing years. If the theme is changed to accomodate a new reading series, the activities can be easily modified by changing the vocabulary and actual objects made and retaining the academic objectives and skills used. Developing an activity file can be a group project involving several primary teachers or members of an educational team such as the classroom teacher, the speech therapist, the reading teacher, and so forth.

Although your activities are written based on your academic curriculum, several factors may influence the choice of objects made or the components of the environment included in each one. Which concepts and vocabulary from the reader do you want to emphasize? Which elements lend themselves to creating objects in a way that will reinforce your formal lessons? Are these objects simple enough to be made by the students and diversified enough to be used later as teaching materials? Which aspects of the theme do your students want to include?

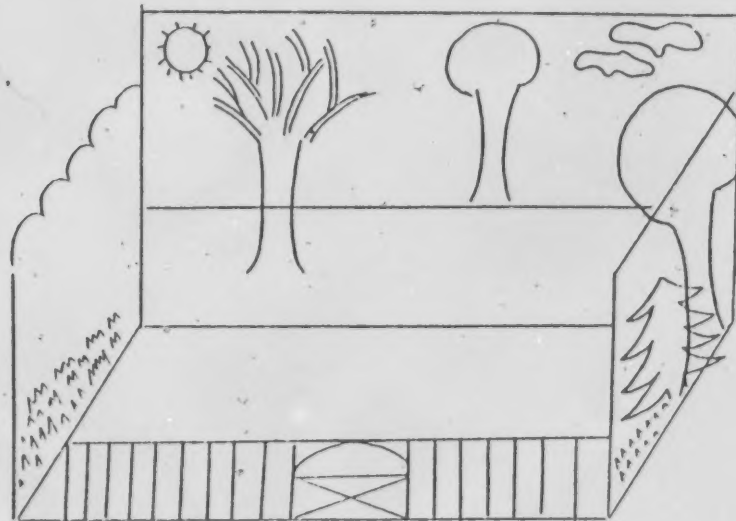
There are many ways to organize an activity file so that it suits your individual needs. Those designed by the project staff are divided according to the academic subjects of math, reading, science, and

social studies and also include sections concerning language, social and emotional development, and creative arts. Within the academic sections, each card states the objective being reinforced, the activity, and criteria for evaluation. Where appropriate, the criteria are written in hierarchical form so that the same activities can be used with students of varying abilities.

Ideas for activities can come from a variety of sources, including, of course, your own creativity. Most of the guides used for this purpose by the project staff are listed in the bibliography section of this manual.

The following are examples of reinforcement activities based on the park unit. The objectives have been taken from the set of sample, readiness level, curriculum objectives which is found in this manual. Ways of incorporating the practice of language skills into each activity are also included.

The following activities are based on sample, readiness level objectives. These activities involve building up the park through the creation of animals and objects and using these as teaching materials later. After you have developed a given concept with blocks, pictures, or any other instructional materials, park items provide a familiar, unified, and enjoyable medium for reinforcement exercises. As one of the major objectives of this project is to encourage optimal use of communication skills, language practice is an integral part of these activities.



Math Activities

If you have developed the concept of grouping by common attribute and want to reinforce your students' understanding, try the following activity. Have patterns for leaves available in two or three different sizes and shapes. Ask each student to trace and cut out three leaves of a given size and shape from green, red, brown, orange, or yellow construction paper. When all the leaves have been made, the students

will be able to group and regroup them according to size, color, and shape and describe them according to these attributes. These may precipitate a discussion about what happens to leaves when the wind blows or the seasons change. Attach the leaves to the trees in the park where they will continue to exist as meaningful teaching materials.

This activity will give your students more practice with recognition of geometric shapes. Make ducks for the pond by having the students trace and cut out yellow paper circles for the head and body and orange triangles for the tail, wings, and beak. Help them position them properly and glue them together. Glue toilet paper rolls to the backs to stand them up. Ask the students to name the geometric shapes as they work. You may want to direct them to talk about where ducks live and what they eat, and to decide via a class discussion where to place them in the classroom park.

Reinforcement of the concept of sets can be achieved by asking students to go to the park and to remove a set of four red leaves, two green leaves, and so forth. As they do this have them describe the sets.



Reading Activities

If you have developed the objective of alphabet letter recognition, try the following activity for reinforcement. Make paper fish with words beginning with familiar alphabet letters. Attach metal paper clips to them and place them in the pond. Make a fishing pole with a magnet on the end. Hold up letter cards. Have the students "fish" for words beginning with the same letter as on each card you display. Then have them repeat the letters and words. If anyone in the class has gone fishing, ask them to relate their experiences.

Make an animal or object for the park whose name begins with an alphabet letter the students are learning. Examples: "s" - swings, slide, see-saw. You can outline them onto the background and have the students paint them or have them glue tongue depressors onto the outline.

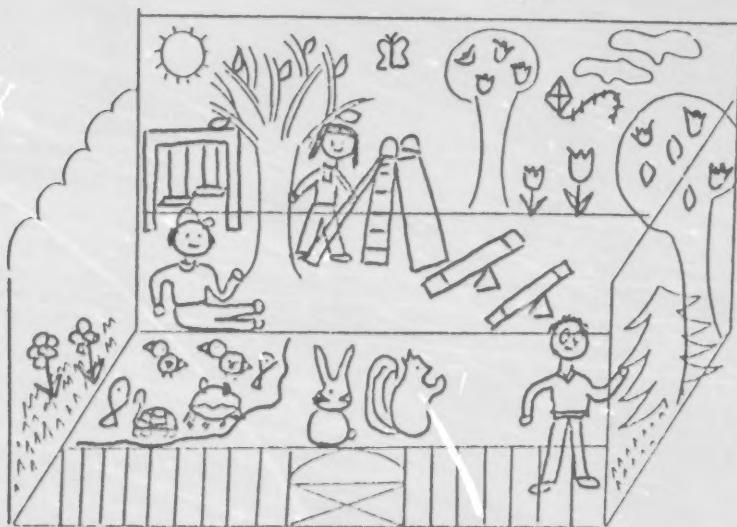
Alphabet letter recognition can also be reinforced by attaching name cards to all the animals and objects in the park, holding up a letter card, and having the students go to the park and point to and name anything that begins with that letter.



Science Activities

Identification of similarities and differences through the sense of touch can be reinforced in this way. Give the students patterns of animals to trace and cut out, such as rabbits, squirrels, turtles, and frogs. Have them glue cotton balls to the rabbits, yarn or fur scraps to the squirrels' tails, walnut shell halves painted green to the turtles, and sandpaper painted green to the frogs. When the animals are complete, ask the students to describe the various textures and their similarities and differences. You may want to initiate a discussion about why animals look and feel a certain way or what other things feel similar.

In order to give the students experiences with various tastes and textures, have a picnic lunch in the classroom park. The students will be able to prepare and taste different kinds of foods, discuss their similarities and differences, and describe their favorites. Menu possibilities include peanut butter and jelly sandwiches, milk, cookies, and apples.



Social Studies Activities

MINI-UNITS

This section is comprised of four mini-units taken from the language-learning unit packages developed by the project staff. Each mini-unit contains the fundamental aspects of a unit, specifically, the information needed to construct a unit in the classroom.

A+ The Zoo, Helicopters and Gingerbread

Reading 360, Ginn and Company, 1973

The Reading House, Rhymes and Tales and Books and Games

The Holt Basic Reading System, 1977

The Community, Book 1

The Palo Alto Reading Program, 1973

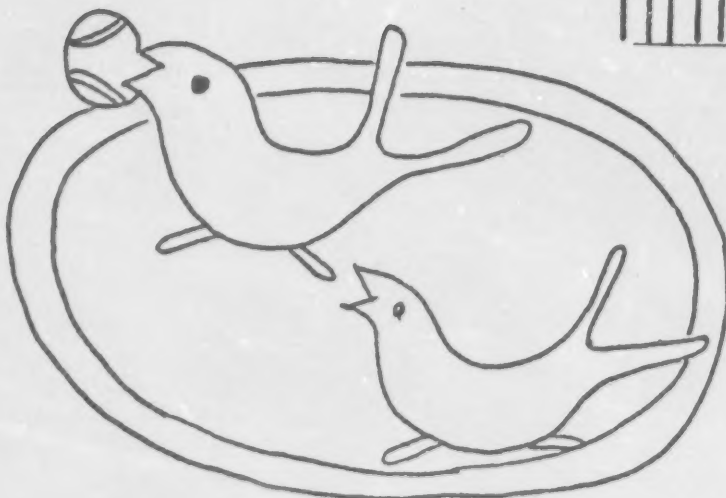
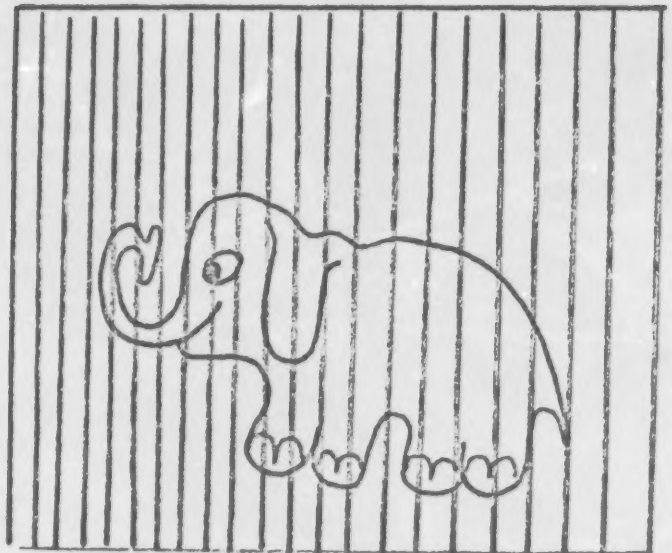
The Circus, Sun Up

The Bookmark Reading Program, 1979

At THE ZOO

HELICOPTERS AND GINGERBREAD

READING 360, GINN AND COMPANY, 1973



CONTENTS

1. Lists of vocabulary from Helicopters and Gingerbread.
2. Language structures from Helicopters and Gingerbread with suggestions for classroom reinforcement.
3. Linguistic analysis and summary of Helicopters and Gingerbread.
4. Construction ideas and layouts for designing a zoo in the classroom.
5. Sample activities to create a zoo based on curricular objectives.
6. Bibliography of zoo-related resources.

VOCABULARY

Helicopters and Gingerbread, Ginn 360 (The Zoo)

Vocabulary from the reader:

Nouns

zoo
hello
parrot
ball
dad
elephant
man
goats
helicopters
airport
animals
surprise
lion
mouse
gingerbread
woman
dog
fox
mother
ride
book

Pronouns

who
he
they
me
I
it
this
she
you
me
something
what

Adjectives

big
funny
old
little

Articles

a
the

Verbs

say
play
go
did
make
let
am
ran
stop
is
said
come
want
see
will
help
can('t)
guess
look
hop
do
like
swim
get
run
eat
read
are

Adverbs

too
away
here
not
fast
yes

Conjunctions

and
but

Prepositions

for
in
from
with
to
at

Vocabulary from the illustrations:

<u>Nouns</u>		<u>Verbs</u>	<u>Adjectives</u>
girl	chair	talk	afraid
grass	house	sit	long
rock	roof	laugh	sharp
water	ladder	spray	many
pool(s)	buildings	own	bad
ball	clouds	feed	dark
children	show	drink	happy
gate	cows	walk	hungry
nose	package	land	
night	tractor	dream	
newspaper	table	fly	<u>Preposition</u>
trees	fire	yell	on
crowd	space	sit	
people	pilot	float	
teeth	airplane	stand	
shoulders	sign	drop	
milk	car	burn	
bottle	cages	take off	
food	streets	sleep	
flowers	dream	caught	
day	lamp	struck	
butterfly	bed		
baby	pajamas		
machine	giraffe		
popcorn	neck		
dime	earth		
mountains	stars		
hello	sky		
rope	wings		
cookie	wheels		
zookeeper	net		

LANGUAGE STRUCTURES

Helicopters and Gingerbread, Ginn 360

Helicopters and Gingerbread

Classroom

Noun - Verb

Come, Ben.
But it can play.
This elephant can run, Dad.
Can you guess, Dad?

Run, Sue.
The lion can stand.
Can you walk?
Zebras gallop.

Noun - Verb (to be) - Noun

Who is he, Dad?
Is he the zoo man?

Who is it?
Is it a baby lion?
Is it the principal?

Noun - Verb - Preposition/Adverb

Come here, Dad.
Elephants play like this, Kay.
Here they are, Ted.
Here they come, Bill.

Come here, Mary.
Here you are.
Here they come.
She is at home.
Children eat like this.

Noun - Verb (transitive) - Noun

Who said 'hello'?
I like this parrot.
It can play ball, Ben.
This seal can play ball.
But it can't say 'hello'.
You will like this.
He wants something, Ted.
I can get this for you.

I want your paper.
You will like this.
I will get it.
I like this zebra.
It eats meat.
He wants a crayon.

Compounds

Come and see it, Ben.
Come and see this elephant.
It can swim and play ball.

Come and see me, Mary.
Go out and play.
We can trace and color the animal.

Helicopters and Gingerbread

Classroom

Complex Sentences

Bill said, "Come with me,
Ben."

I want to see the zoo.

Mother said, "Can't you guess?"

Ben said, "You can say 'hello.'"

Do you want to see the seal?

We will see what a seal can do.

The seal likes to play with
the ball.

"What a little elephant," said
Jill.

I said, "Come with me."

John wants to see the zoo.

Mary wants to go home.

Do you want to drink your
milk?

We will see what they are
doing.

Sue likes to play outside.

Wh Questions

Who said 'hello'?

Who said 'hello' to me?

Who is he, Dad?

What do you want?

Who said that?

Who did this paper?

Who is he?

Who made the elephant?

What do you want?

What time is it?

Inverted Questions

Mother said, "Can't you guess?"

Do you want to see the seal?

Can you see the elephant?

Is he the zoo man?

Can you guess, Dad?

Do you want to play with me?

Can't I help you?

Lynn said, "Can't you guess?"

Do you want to sit down?

Can you hear the music?

Is he the principal?

Can you guess, class?

Do you want to play in the
zoo?

Can you help me?

Kernel Sentences

Compounds

Complex Sentences

1. N + V
= 6

2. N + V_{be} + Adj

3. N + V_{be} + N

= 2

4. N + V_{tr} + N

= 15

5. N + V_{intr} + N

6. N + V + Prep/Adv

Prep. = 2

Adv. = 3

7. N + V_{st} + Adj

8. N + V_{st} + N

"Come and see it, Ben."
-- sentence

"It can swim and play
ball." -- verb

"Come and see this ele-
phant." -- sentence

"I want to see the zoo," said Bill.

Ben said, "Stop, Bill!"

"You'll see," said Bill.

Ben said, "Help me, Mother."

Mother said, "Can't you guess?"

"Ben, guess who said 'hello.'"

"I can guess," said Jill.

"A parrot!" said Bill.*

"Hello," said the parrot.*

Ben said, "You can say 'hello!'"

Ted said, "Hello, Bill."*

"Do you want to see the seal?"

"Yes, I do," said Bill.

"We'll see what a seal can do."

I don't want to see the seal.

"It can say 'hello,'" said Ben.

"The seal can swim," said Ted.

"Seals can't play ball!" said Ben.

"This seal can," said Ted.

"Here's the seal," said Bill.

"It can!" said Ben.

"See the seal play ball."

Dad said, "Yes, Ben."*

"The seal likes to play with the ball."

"I like the seal," said Ben.

I want you to see the parrot, Dad.

"I want the parrot to say 'hello' to you."

Nan said, "Come here, Jill."

"It's a little elephant!" said Jill.

Kay said, "Help me, Dad."

"Can you see the elephant?" said Dad.

"Yes, I can!" said Kay.

"The elephant wants to swim."

"It can't swim here," said Dad.

Complex Sentences

Kay said, "Here comes a man."
"Yes, he is," said Dad.
"The elephant sees the man," said Kay.
"Here, little elephant," said the man.*
Kay said, "I can guess what the elephant wants."
"I want to see the goats," said Kay.
Nan said, "Look, Jill."
"Hello, little goats," said Nan.*
Do you want to play?
"The goats don't want to play."
Nan said, "Can we get something for the goats to eat?"
"I want to help the goats," said Kay.
"Dad, can we get something for the goats to eat?"
Dad said, "I'll help you get something for the goats."
"Here's something for the goats to eat."
"Stop, little goat!" said Kay.
"I want to help you."

*Fragments

Kernel Sentences

N + V

1. "Come, Ben."
2. "It can!"
3. "But it can play."
4. "This elephant can run, Dad."
5. "Can you guess, Dad?"
6. Look, Kay.

N + V_{be} + N

1. "Who is he, Dad?"
2. "Is he the zoo man?"

N + V_{tr} + N

1. Who said 'hello'?
2. "Who said 'hello' to me?"
3. "This parrot can say 'hello.'"
4. Say 'hello,' parrot.
5. "Say 'hello' to me."
6. I like this parrot.
7. "And it can play ball."
8. "It can play ball, Ben."
9. But it can't say 'hello.'
10. "I can't see the elephant."
11. "You'll like this."
12. "Do you want something?"
13. "What do you want?"
14. I can get this for you.
15. "Can't I help you?"

N + V + Prep

1. "Come with me, Ben."
2. "Elephants play like this, Kay."

N + V + Adv

1. "Come here, Dad."
2. "Here you are, Kay."
3. "Here come the goats."

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
want(s) -- present stop -- " guess -- " like(s) -- " help -- " play -- " look -- " come(s) -- " say -- " see(s) -- " is/are -- present irregular do -- " " can -- " " can guess -- present modal can say -- " " can do -- " " can swim -- " " can play -- " " can see -- " " can run -- " " can get -- " " can help -- " " do want -- " " said -- past irregular to see -- infinitive to play/(to) play -- infinitive to say -- " to eat -- " to help -- " (to) get -- " will see -- future play -- verbal	hello Ben zoo Bill birds Mother Jill parrot seal(s) Ted ball Dad elephant(s) Nan Kay man goat(s) cows	at with to like for	this zoo little	and but
	<u>Pronouns</u> who (you)/you I me we it this he what something they	<u>Adverbs</u> n't here yes	<u>Articles</u> a the	<u>Interjections</u> "Hello! Hello!" "No!" here <u>Direct Address</u> Ben Bill Mother Dad Jill Kay

Question Forms	Morphemes	[Idioms] and Multiple Meanings
Inversions: Mother said, "Can't you guess?" Do you want to see the seal? "Can you see the elephant?" said Dad? Is he the zoo man? Can you guess, Dad? Do you want to play? Nan said, "Can we get something for the goats to eat?" Dad, can we get something for the goats to eat? Can't I help you? Wh Questions: Who said "hello"? Who said "hello" to me? Who is he, Dad? What do you want?	you'll - pronoun-verb contraction we'll - " " it's - " " here's - adverb-verb contraction can't - negative don't - contraction " birds - plural s seals - " " elephants - " " goats - " " cows - " "	I want to <u>see</u> the zoo. You'll <u>see</u>. Can you <u>see</u> the elephant? See the seal [play ball] . Elephants <u>play</u> like this. <u>Stop</u>, Bill! - (wait) <u>Stop</u>, little goat! - (don't do that) The seal likes to <u>play with</u> the ball. Come <u>with</u> me. Dad, <u>can</u> we get something for the goats to eat? This elephant <u>can</u> run, Dad. It's a <u>little</u> elephant. - (baby)
	<u>Negatives</u> can't don't no	Here's the seal. Come <u>here</u>, Dad. [Here you are] , Kay. - (2 distinct meanings) <u>Here</u>, little elephant. <u>Multiple Usage</u> like - verb and preposition to - infinitive and preposition zoo - noun and adjective this - pronoun and adjective this - pronoun and adjective here - adverb and interjection

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{460 \text{ words}}{88 \text{ utterances}} = 5.24$ words per utterance $\frac{88 \text{ utterances}}{20 \text{ pages}} = 4.4$ utterances per page <u>Spache Readability</u> <u>Formula</u> # words = 100 # sentences = 20 # hard words = 5 (we'll, seal, parrot, can't, here's) Grade Level = 2.0	Graphic style -- solid line water color drawings; photo- graphs of 3 dimensional paper and object scenes. Illustrations are: Detailed. Realistic and fantasized. Realistic illustrations are: Not sharp; runny. Three-dimensional. Somewhat unnatural. Not always well proportioned. Somewhat odd in facial expression. Fantasized illustrations are: Clear. Two-dimensional. Layouts are well balanced, although a number of two page picture spreads are contained in the reader. Language and illustrations are supportive of one another.	Complex sentences: clauses infinitives direct discourse additional punctuation additional capitalization present and past tenses word order Bill said, " ." " , " said Bill. Inverted questions Contractions Punctuation Idioms and multiple meanings

A DESCRIPTIVE SUMMARY OF HELICOPTERS AND GINGERBREAD

Theme

The first third of the 1979 edition of Helicopters and Gingerbread has retained the zoo theme found in the 1973 edition. This is a well defined conceptual theme and lends itself well to the development of a language-learning unit. The characters introduced in A Duck Is A Duck are also present in this preprimer. Their experiences within the zoo setting should be appealing and, therefore, meaningful for the first grade child, or for the kindergarten child involved in the creation of a zoo unit in the classroom.

The middle portion of Helicopters and Gingerbread presents a second conceptual theme about helicopters. Factual information pertaining to the services they provide in emergency situations is incorporated into the reader along with several imaginative stories. In one of these, the characters take a helicopter ride, which allows them to view the park and the zoo previously described from a different perspective and which eases the transition from one section to the next and between preprimers.

The final portion of the reader is comprised of well known fables which do not pertain to either of the preceding sections. These are introduced as though they are being read to one character by another, thus providing a sense of continuity within the reader.

Language

The first four stories of each first grade reader are examined for language content within three major categories - vocabulary (list of words), syntax (word order in sentences), and semantics (word meanings). Exercise pages and poems found between stories are omitted. The information presented here pertains to pages six to twenty-six.

Vocabulary

The vocabulary found in the sample taken from Helicopters and Gingerbread includes examples of all of the parts of speech. Selected vocabulary words are reinforced in the following manner, where who, said, hello, and guess are carried over from sentence to sentence on page eight:

Who said 'hello'?
Who said 'hello' to me?
Mother said, "Can't you guess?"
Ben, guess who said 'hello.'
"I can guess," said Jill.

Syntax

The sample contains a variety of sentence types, the overwhelming majority of which are direct discourse/declarative sentences (statements). Thirteen sentences are interrogatives (questions), nine are imperatives (commands), and seven are exclamations or partial exclamations.

Pages one and two of the analysis show three categories of sentence complexity - kernel (simple), compound, and complex sentences - in developmental order, or the order in which they are acquired naturally by children. Nearly two-thirds of the sentences analyzed are classified as complex sentences, and most of the others have been labeled as kernel sentences. For children displaying language delays who have not yet developed an understanding of complex sentences, the language structures found in this book might be very difficult.

The sentences found in the sample may be broken down into the following components:

- a. Seventeen verbs expanded into six tenses and forms, including quite a few infinitives.
- b. Four plurals.
- c. Three negatives.

- d. Two contractions.
- e. One possessive.
- f. Punctuation - periods, commas, exclamation points, double and single quotation marks, apostrophes.

Most of the sentences examined occur in conversation, where punctuation is especially important. In many cases the meaning of the sentence is determined by its punctuation. If the punctuation is overlooked or misunderstood, the intent of the sentence is changed.

Semantics

Sometimes a group of words is used idiomatically and does not have a literal translation that makes sense; or it can be interpreted more than one way, giving it a multiple meaning. The word see, for example, is defined as "visit" in the sentence I want to see the zoo. It means "find out" in the sentence You'll see and "perceive visually" in Can you see the elephant? Page five of the analysis chart includes a list of all of the words, phrases, and sentences in this preprimer which fall into these two categories. It is our belief that these items may be very confusing for children with minimal language skills.

Helicopters and Gingerbread has an average of five words per sentence and of four sentences per page. Using the Spache Readability Formula, a readability level of 2.0 has been derived, which means that the sample is written at a second grade reading level. These results imply that this material may be quite difficult for a child who is reading at the first grade level.

Illustrations

Like A Duck Is A Duck, Helicopters and Gingerbread is illustrated with solid line color drawings and a few photographs of three dimensional paper and object scenes. The illustrations have been greatly improved

over those found in the 1973 edition. They are clear, simple, well proportioned, and realistic. Numerous two page picture spreads, which require a child to process twice as much information as would a single page spread and may, therefore, be twice as difficult to understand, are contained in the reader. In several instances the printed words on the left-hand page coincide with the action taking place in the right half of a two page spread, and vice versa. While these layouts may be more difficult to understand than the single page layouts, they are well balanced, as are most of the layouts in the book, and make good use of space.

Summary Statement

Helicopters and Gingerbread is a basal reader with a strong conceptual theme. Its stories contain well constructed plots and depict common childhood experiences. The book is comprised of large quantities of language with syntactic structures and semantic meanings that may be hard for the language delayed child to process. The difficulties may be counteracted by the conversational format, which lends itself to a wealth of role playing situations. The illustrative style has been drastically changed in this edition, improved in some respects and possibly made less distinct in others (note the runny quality of facial features in particular). The illustrations do support the language content of the reader, a factor which strengthens the impression that Helicopters and Gingerbread is a unified whole composition, and often provide a great deal of language content that extends beyond what is provided by the text.

CONSTRUCTION OF THE CLASSROOM ZOO - LARGE ROOM

If your classroom can accomodate it, the zoo should be large enough for the students to sit in comfortably. It can be as involved or as simplistic as you wish and can be created with any materials available to you. Exact dimensions depend on the size and shape of the classroom and the amount of space you can spare easily.

The background can be created in a variety of ways. You can make use of one or two walls of the room covered with paper. The other boundaries can be made from large cardboard sheeting, often available free or at a nominal cost from box companies, or any other panels, room dividers, standing wooden planks, extra desks and chairs, or bookshelves not being used for other purposes. You can draw the horizon lines onto the walls and have the children paint the grass and sky. Another option is to put up green and light blue paper. Large objects such as trees, a refreshment stand, or a path can be traced and cut from colored paper or painted onto the background from your outline. These objects could be cut from the cardboard sheeting also.

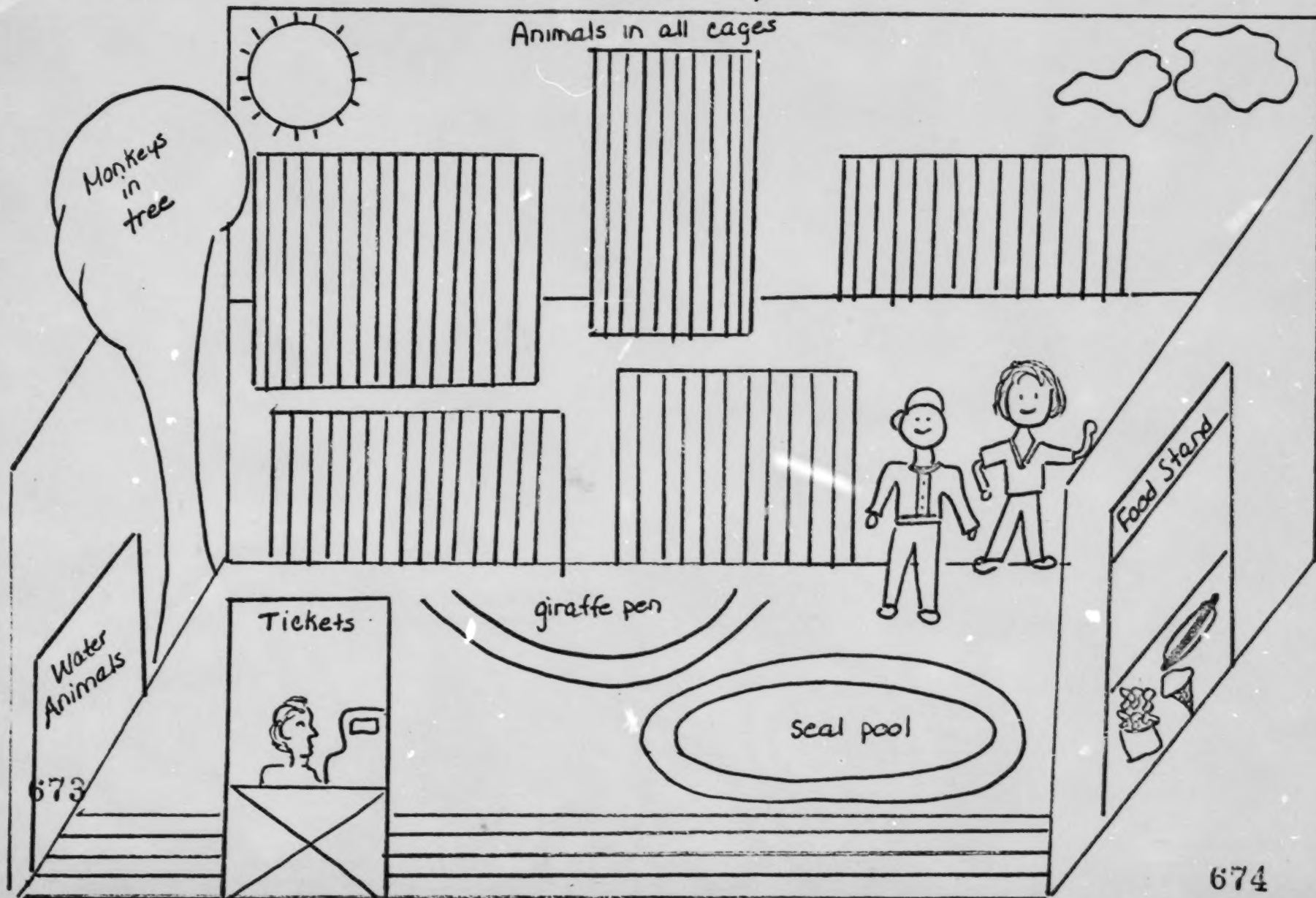
The cages in the zoo can be made in a variety of ways. The following are only suggestions. Hang yarn, string, or paper strips from top to bottom of the background paper, or you may want to use boxes to make individual cages in any of the ways described in the activity file. Strips of oaktag formed into a circle make round pools for giraffes. Large blocks covered with blue paper can become reptile homes.

Once the basic structure of the zoo has been completed, animals and other elements should be made by the students through reinforcement of their academic objectives. Suggestions can be found in the activity file that is a part of this unit.

It should be noted here that the drawing accompanying these suggestions portrays a very involved zoo. That is not to say that every zoo created through this approach would include every aspect pictured. Certainly that would not be feasible in most cases. Rather, teachers can choose from them those which would be most beneficial to their children.

The Zoo - Large Room

Animals in all cages



CONSTRUCTION OF THE CLASSROOM ZOO - SMALL ROOM

It is best to choose a wall that is away from the mainstream of the class. Cover as large a section of it as you can spare with background paper. Begin from the floor up so that the zoo will be within the children's reach. If you have any extra floor space in front of the wall, use it for animals, ticket stand, etc.

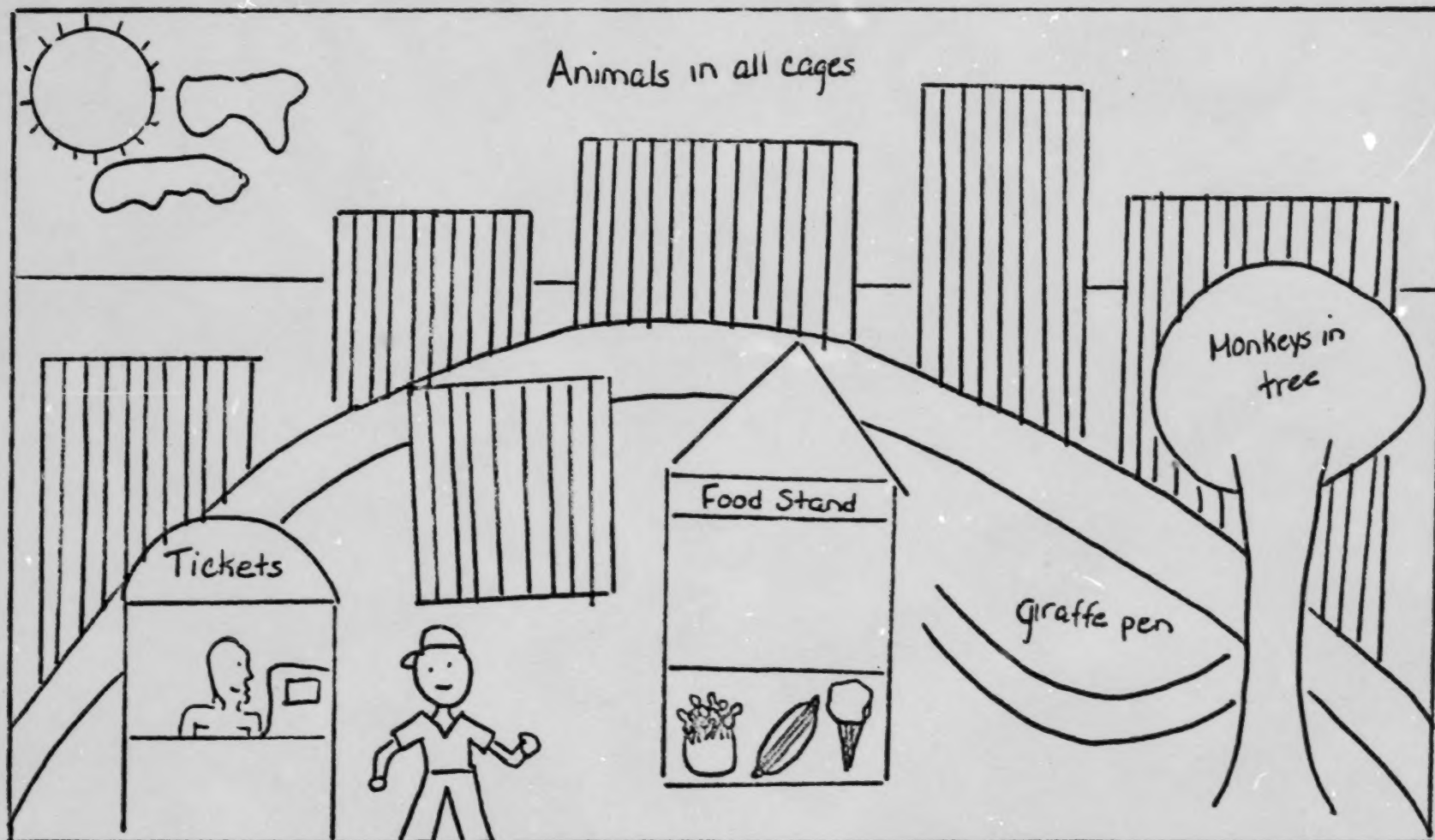
The background can be done in a variety of ways. You can use plain paper, draw the horizon line, and have the children paint the grass and sky. Another option is to put up green and light blue paper. Large objects such as trees, a refreshment stand, or a path can be traced and cut from colored paper or painted onto the background from your outline. The above are only suggestions, however. Your creativity and that of the children are of utmost importance in the construction of the zoo.

The cages in the zoo can be made in a variety of ways also. The following are only suggestions. Hang yarn, string, or paper strips from top to bottom of the background paper. Use boxes to make individual cages in any of the ways described in the activity file.

Once the basic structure of the zoo is complete, the animals and any other elements you may wish to include can be made by the children through the reinforcement of their curricular objectives. Suggestions can be found in the activity file that is a part of this unit.

It should be noted here that the drawing accompanying these suggestions portrays a very involved zoo. That is not to say that every zoo created through this approach would include every object pictured. Certainly that would not be feasible in most cases. Rather, the drawing includes many options so that teachers can choose from them those which would be most beneficial to their children.

The Zoo - Small Room



Use available floor space
for cages with animals also.



The following activities are based on sample readiness-level objectives. These activities involve building up the zoo through the creation of animals and objects and using these as teaching materials later. After you have developed a given concept with blocks, pictures, or any other instructional materials, zoo animals provide a familiar, unified, and enjoyable medium for reinforcement exercises. As one of the major objectives of this project is to encourage optimal use of oral skills, language is an integral part of these activities.

Math Activities

If you have developed the concepts of one more and as many as, have your students make animals for the zoo as a reinforcement activity. Give each student a pattern for a different animal. Display two cutouts of an animal that you have made. Ask several students to make as many animals as you have and the rest to make

one more than that by tracing, cutting out, and coloring the appropriate animals. When all animals are completed, practice oral communication skills by having the students tell you whether they made as many animals or one more. Then decide, through a group discussion, using vocabulary of position and direction, where to place the animals in the zoo.

If you want to reinforce counting skills, you may want to use this activity. Have your students go to the classroom zoo. Ask them, one at a time, to count aloud the various sets of animals there.

Reinforcement of the concept of sets can be achieved by asking students to go to the classroom zoo and to remove a set of four elephants, two bears, three giraffes, and so forth. As they do this have them describe the sets.

Reading Activities

If you've developed the objective of association of an alphabet letter to a word beginning with that letter, reinforce it by making an alphabet letter mobile. For example, if you are teaching the letter "s", attach a large oaktag "s" to a wire coat hanger. Have all of the students trace and cut seals from black paper. Glitter will make them shiny seals. Attach them all to the hanger with yarn, and hang the mobile from the ceiling of the room. Emphasize language by asking the students to describe the seals. Have them discuss how to attach the mobile to the ceiling. This activity can be repeated for other alphabet letters.

In order to give the students experience with identification of beginning letters of words, using picture clues, try this activity.

Place four cutouts of zoo animals on the blackboard. Under each one, write the name with a choice of beginning letters. For

example: e
 lephant
 g

Select four students to come to the board, determine the correct beginning letter, draw a line from it to the rest of the word, and name the animal. At this point you can have the students make zoo animals by giving each one a slip of paper with one of the animal names from the board written on it. Ask each one to identify his/her animal by matching his/her slip of paper to the word on the board and naming it. Then have them select the appropriate patterns.

Social Studies Activities

Reinforce the concept of "family" with the following activity. Have the students trace and cut out an animal family for the zoo, including a mother, a father, and children. Each student can make an entire family or one member. A lion family is a good example to use as the mother is easily distinguished from the father. Initiate a class discussion about animal families. Talk about similarities and differences in physical appearance and roles of family members. Lead the discussion toward human families. Have the students compare their families to animal families and describe responsibilities of family members in their households.

The animals in your classroom zoo provide many opportunities for your students to practice using their knowledge of body parts. Here are a few suggestions. They can simply name the body parts of an animal you choose from the zoo. You can have each student trace and cut out the same animal from white paper. Then give

them directions for coloring, using body parts. For example: "Color the legs brown," "Color the eyes blue," and so forth. Display a zoo animal and make up riddles about the uses of body parts such as "What will the bear use to eat his honey?" After some practice the students may be able to make up these riddles.

Science Activities

Identification of similarities and differences through the sense of touch can be reinforced in this way. Give the students patterns of zoo animals to trace and cut out. Have them glue various materials to different animals such as fur scraps to the bear, yarn to the lion's mane, oil cloth to the seal, cotton to the polar bear, and so forth. Ask them to describe how each one feels and to name any other animals that might feel the same way. Initiate a discussion about why some animals have fur.

This activity may be appropriate if you want to reinforce the concept of melt/not melt. Set up a refreshment stand in the zoo. Plan to serve popcorn, ice cream, and soda or juice with ice. Make the popcorn and while it is still hot, put butter on it. Let the students watch what happens. Ask them to describe the butter before and after it melts. Have the students talk about what would happen if you took the ice and ice cream out of the freezer several hours before serving. Form a hypothesis. Take some out and try to test it.

SELECTED ZOO BIBLIOGRAPHY

Picture Books

Abish, Roz, and Kaplan, Boche. Smile If You Meet a Crocodile. New York: The Mulberry Press, Inc.

Two puppets take a walk in the jungle and explain what to do when you come across different animals.

Ahrenholz, Eileen C. Animal Dictionary. Boston: Houghton Mifflin Company, 1973.

A black and white photograph accompanies every letter of the alphabet in this book, including one of an imaginary animal for the letter x.

Animal Kingdom. Japan: SEIJO Publishers.

This is a ten-page book with brief text about each animal pictured.

Animal Nursery. Japan: SEIJO Publishers.

This is an eleven-page book with brief text about each animal pictured.

Carle, Eric. Do You Want to Be My Friend? New York: Thomas Y. Crowell Company, 1971.

Small children will delight in this surprising adventure as little mouse looks for and finally finds a friend. Specially planned for pre-reading children, the book teaches basic reading readiness skills.

Cerf, C. B. Pop-Up Animal-Alphabet Book. New York: Random House, Inc. Alphabet letters and animals are represented by three-dimensional action illustrations.

Davis, Daphne. The Baby Animal Book. Racine, WI: Golden Press, 1964.

Dougherty, James. Andy and the Lion. New York: Viking Press.

Modern version of Androcles and the Lion. Fun and touching for little children.

Freeman, Don. Beady Bear. New York: Young Readers Press, Inc., 1969.

A fuzzy toy bear sets out in a snowstorm to live in a cave where a bear is "sposed" to live, only to discover that there's something missing: love. Brown and white sketches.

Freemar, Don. Corduroy. New York: The Viking Press, Inc., 1968.

Corduroy Bear lives in the toy department. Who will buy a bear with a button missing from his shoulder strap?

Fujikawa, Gyo. Babes of the Wild. Canada: Zokeisha Publications Ltd. 1977.

Shhh! Quiet, please! You are now about to visit some wild animal babies and their mothers. A sturdy book for small readers.

- Fulton, Janet. Jungle Babies. Racine, WI: Golden Press, 1969.
Mother and baby animals are shown together in beautiful illustrations.
- Gergely, Tibor. Baby Wild Animals from A to Z. New York: Golden Press, 1973.
This large, sturdy book contains a color drawing of a baby animal for every letter of the alphabet, including a xerus for X.
- Izawa, Tadasu. Wild Animals. Pre-school Puppet Books, Grosset and Dunlap, 1974.
The pictures come alive in this factual account of zoo animals.
- Kessler, Ethel, and Kessler, Leonard. Do Baby Bears Sit in Chairs? New York: Doubleday and Company, Inc., 1961.
Of course they do! They also creep, bounce balls, and give hugs, as do raccoons and kangaroos.
- Kraus, Robert. Leo the Late Bloomer. New York: Young Reader Press, Inc., 1971.
Father Tiger is concerned with the fact that Leo can't do anything right, but Mom knows Leo will blossom soon. Exceptionally fine color illustrations.
- Krauss, Ruth. Bears. New York: Scholastic Book Services, 1968.
Adorable little bears in great numbers are depicted in all kinds of antics that rhyme with the word bears -- on the stairs, under chairs, washing hairs, and so forth. Brown, black, and white sketches.
- Kuskin, Karla. Roar and More. New York: Harper and Row Publishers, Inc. This read-aloud book of animal sounds encourages child participation.
- MacPherson, Elizabeth H. A Tale of Tails. New York: Golden Press, Inc., 1962.
A small boy marvels at all the animals he knows that have tails and wonders why he hasn't any. Simple, rhyming sentences.
- Mayer, Mercer, and Mayer, Marianna. Mine. New York: Scholastic Book Services, 1970.
- Munarig, Bruno. Who's There? Open the Door! Cleveland: Scott Foresman and Company, 1957.
On each page of this book, an animal waits to be discovered. The zebra is in the crate, the lion is in the trunk, and so forth.

Paull, Lorna, illustrator. Snakes. Wonder Books. New York: Grosset Dunlap, Inc., 1973.

Snakes come in all sizes, shapes, and colors, many of which are depicted in this Wonder Starter Book.

Rojankovsky, Feodor. The Great Big Wild Animal Book. New York: Golden Press.

Schlein, Miriam. Big Lion, Little Lion. New York: Whitman Publishing Company.

Smith, Mary, and Smith, R.A. Crocodiles Have Big Teeth All Day. Chicago: Follett Publishing Company, 1970

Children are encouraged to ponder the question of 'what do the animals do all day?'

Story Books

- Alain. The Elephant and the Flea. New York: McGraw-Hill Book Company.
How does an elephant get rid of a flea? Readers may find an answer in this humorous account of one elephant's dilemma.
- Bacon, Joan Chase. The Pussycat Tiger. New York: Golden Press, 1975.
More than anything, a tiny tiger wants to be as big and strong and fierce-looking as his father; but it takes lots of tiger food, lots of tiger naps, and lots of chasing, creeping, and pouncing to overcome his fears of the deep, dark jungle.
- Bambi's Fragrant Forest. A Golden Fragrance Book. New York: Golden Press, 1975.
Animal friends sniff and scratch food for Bambi, the new forest baby.
- Baruch, Dorothy. I Would Like to Be a Pony. New York: Harper and Row Publishers, Inc.
This is a book of poetry for the very young by a noted child psychologist.
- Behren, June. Look at the Zoo Animals. Los Angeles: Elk Grove Press, Inc., 1970.
- Bel Geddes, Barbara. I Like to Be Me. New York: The Viking Press, 1963.
In this delightful story for very young children, a little hippo chooses "What I'd like to be if I weren't me."
- Berenstain, Stan, and Berenstain, Jan. Bears in the Night. New York: Random House, Inc., 1971.
When seven bears are sent to bed, they sneak out the window for a walk to Spook Hill.
- _____. Bears on Wheels. A Bright and Early Counting Book. New York: Random House, Inc., 1969.
How many bears on cycles can you count?
- _____. He Bear, She Bear. Beginner Books. New York: Random House, Inc., 1974.
On an adventure with other bears, He Bear and She Bear try to explain what makes them different from each other.
- _____. Inside, Outside, Upside Down. A Bright and Early Book. New York: Random House, Inc., 1968.
A young bear picks the wrong box to play in and endures quite a bumpy ride before getting a chance to escape.
- _____. The Big Honey Hunt. Beginner Books. New York: Random House, Inc., 1962.
Father Bear and Little Bear go out in search of honey but do not anticipate the problems that one little bee can create.

- Berenstain, Stan, and Berenstain, Jan. The Bike Lesson. Beginner Books. New York: Random House, Inc., 1964.
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- Binzen, Bill. Alfred the Little Bear. Garden City, NY: Doubleday and Company, Inc., 1970.
Binzen's full color photographs are as beguiling and full of wonder as his story of a little toy bear's first real adventure.
- Bridges, William. The Golden Book of Zoo Animals. New York: Golden Press. This volume from the giant book series contains photographs of zoo animals.
- Brown, Margaret Wise. The Sleepy Little Lion. New York: Harper and Row Publishers, Inc.
A lion cub leaves the zoo to learn about the world.
- Bruna, Dick. Miffy at the Zoo. Chicago: Follett Publishing Company, 1970.
Miffy is a rabbit who is taken to the zoo by his mother and meets all the animals.
- Bucket, George, illustrator. Goldilocks and the Three Bears. New York: Child Guidance Products, Inc.
This classic tale is accompanied by three-dimensional illustrations.
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The classic story of the bear cub who was rescued from a forest fire and became a national symbol is retold here.
- Darling, Kathy, and Freed, Debbie. Games Gorillas Play. Champaign, IL: Garrard Publishing Co.
The playtime activities of two gorillas in the Bronx Zoo.
Reading level: 1.5.
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Babar, who lives with his family in Clesteville, the city of elephants, explains exactly what it is that elephants like to do.
- Dickie, James. Draw Your Own Zoo and Color It Too. Belmont, CA: Fearon-Pitman Publishers, Inc., 1971.
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- Flanagan, Terry, illustrator. A Big Surprise. New York: Random House, Inc., 1974
It is Elephant's birthday, and all of the jungle animals are planning a party.
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Lisa and Corduroy have a new adventure in a laundromat when the teddy bear goes on a search for a missing pocket. Before the patch turns up, Corduroy mistakes a laundry bag for a cave, soap flakes for snow, and a cart for a cage.
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Color photos and simple rhymes take the reader on a trip to a children's zoo with Laura and Linda.
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- Greene, Carla. I Want to Be a Zoo Keeper. Chicago: Childrens Press, 1957.
The zoo keeper cares for all of the animals and sets an example for Bill and Jane. One hundred three words.
- Gregor, Ylla, and Gregor, Arthur. Animal Babies. New York: Harper and Row Publishers, Inc.
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Sammy grows tired of zoo life and decides to explore the outside world.

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New York: Golden Press, 1972.

Hurd, Edith Thacher. Last One Home Is a Green Pig. New York: Harper and Row Publishers, Inc.

This is an exciting story about a race between a duck and a monkey.

Janeway, Elizabeth. Angry Kate. New York: Harper and Row Publishers, Inc.

This humorous, rhymed story is about a little girl who goes to live in the zoo.

Johnson, Fred. The Big Bears. Washington, D. C.: The National Wildlife Federation, 1973.

Jonas, Nita. The Wild and Woolly Animal. New York: Random House, Inc., 1961.

Joslin, Sesife. Baby Elephant and The Secret Wishes. New York: Harcourt, Brace, and World.

A humorous, sensitive story about a baby elephant on Christmas Eve.

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Joslin's story is an absurd tale about unforgettable characters.

Kepes, Juliet. Cock-A-Doodle-Do. Pantheon, 1978.

In this colorful animal tale, a tiger nurtures a chick, waiting for it to grow up into a fine dinner. Highly recommended by Language Arts (January), 1979.

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LaBastille, Anne. White-Tailed Deer. Washington, D. C.: The Wildlife Federation, 1973.

Livingston, Myra. I Talk to Elephants. New York: Harcourt, Brace, and World, Inc.

This book sensitively deals with a small child's wonderment about animals found in the zoo.

Mason, Michael. Clyde of Africa. New York: The Macmillan Company.
The day a lion cub learned to roar is related through a collection of candid photographs taken in Kenya, which are supported by a delightful text.

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Leo Lion is the most popular lion in the zoo because his brightly painted signs get treats for all of his zoo friends. Amusing with colorful illustrations.

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A visit to the children's zoo can sometimes end surprisingly.
- Meller, Jane. The Ill-Tempered Tiger. Philadelphia: J. B. Lippincott Company.
A tiger improves his disposition by getting enough sleep.
- Menarik, Else. No Fighting, No Biting! New York: Harper and Row Publishers, Inc.
Rosa and Willy, along with two alligator children, have some exciting adventures.
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- Millers, J. P. Tiny Tiger Tales. New York: Golden Press, 1970.
Nine short stories of Tiny Tiger are contained within this miniature volume.
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When there's honey to be had, can Pooh Bear be far away? This time he floats to the top of the honey tree by holding onto a balloon.
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- Nicolas and Will. Chaga. New York: Harcourt, Brace, and World.
Chaga the elephant, king of the jungle, is reduced to the size of a small rabbit and learns what it means to be a small animal in a large world.
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Leo helps the monkeys in the next cage count their peanuts so that he can get some sleep at night. The children can sing along to the counting song he invents.
- _____. Where is My Little Joey? Champaign, IL: Garrard Publishing Co.
Kara Kangaroo has her empty pouch mistaken for a birdbath, a letter basket, a planter, a coin purse, and a mailbox while she searches for her missing baby. Reading level: 1.8.
- Rietveld, Jane. Monkey Island. New York: The Viking Press.
A young monkey named Zippo is unhappy in the zoo despite many toys to play with. One day a wonderful thing happens to cheer him up.
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Animal Mysteries*

Let's Find Koala Bears*

Little Bear

Little Raccoon

Little Tiger

Ten Little Monkeys

The Three Bears*

Wild Animals*

Wild Babies*

* Declared educationally sound by the National College of Education,
Evanston, Illinois.

The Saggy, Baggy Elephant. A Golden Shape Book. Racine, WI: Golden Press, 1973.

Sooki hides from all of the jungle animals, because they laugh at him for being so ugly. Only when he sees another elephant does he realize how beautiful he is.

Weigle, Oscar. The Romper Room Book of Happy Animals. New York: Wonder Books, 1957.

Readers are invited to look at the animals (all of them slightly humorous and more than a little bit human) to see what they look like, what they do, and how they live.

Weil, Ann. Animal Families. Chicago: Childrens Press, 1957.

Children will discover that members of animal families have distinctive names - Bull, Cow, and Calf, for example - just like Mom, Dad, and Baby.

Wilde, Irma. The Giraffe Who Went to School. Wonder Books. New York: Grosset and Dunlap, Inc.

Wood, Katherine. The Ambitious Elephant. New York: David McKay Company.

Louise, the performing elephant, puts on a spectacular show.

ZOO - RELATED INSTRUCTIONAL MATERIALS

A Day at the Zoo. Thirty-five stand-ups of animals, backgrounds, cages, food, etc., plus plastic stands encourage children to classify animals, review a trip to the zoo, and make up stories about favorite animals.

Instructo/McGraw-Hill, Curriculum Materials Department, No. 1030, \$4.95.

Alphabet Zoo Activities. Alphabet letters are represented by two-piece puzzles in which the bottom half is a capital letter and the top half is a colorful animal whose name begins with that letter. Puzzles measure $3\frac{1}{4}$ " x $4\frac{1}{4}$ " and interlock only if properly assembled. Matching poster tray measures 24" x 18", depicts assembled puzzles, and gives brief description of each animal.

DLM, Cat. No. 463, \$6.75.

Alphabet Zoo/3+ years. A parade of realistic animals, beginning with Anteater and ending with Zebra, lends itself to alphabetical sequencing, beginning sounds, animal study, and story-telling experiences. Animals are made of durable board with full-color laminated surfaces. Each one has a word and letter printed on it and is scaled to be used with building blocks.

Instructo/McGraw-Hill, Curriculum Materials Department, \$541, \$12.95.

Animal Growth Sequence Cards. Six sequences of four cards each feature animals in four developmental stages from infancy to maturity, including cub to tiger, cub to lion, and cub to bear. Picture cards come in color and measure $5\frac{1}{2}$ " x 6".

DLM, Cat. No. 467, \$3.00.

Animal Shape Puzzles. Engaging animals made of durable $\frac{5}{8}$ " thick board with washable surfaces stimulate young imaginations and develop motor coordination. Each puzzle is approximately 9" x 11".

Instructo/McGraw-Hill, Curriculum Materials Department, PZ00 - Elephant/5+ years, PZ00 - Bird/5+ years, \$3.95.

Flannel Board Zoo Animals. Large, full-color cutouts of over 25 animals plus zoo and scenery. Grades K-3.

Instructo/McGraw-Hill, Curriculum Materials Department, No. 90, \$3.95.

Friendly Animals. New York: The Platt and Munk Company, Inc. This fold-out panorama of a play time parade of animals is part of the Scott Foresman Storytime Program for young children and is a special edition.

How Animals Eat. This 10-minute black and white film shows the different ways in which various animals and birds get food, using such adaptive features as teeth, beaks, and claws.

Distributed by McGraw-Hill Textfilms. Available from R.R.C. Rental, \$3.15.

This Is the Way I Go. Action words form the basis of this set of six easy-to-read books in which vocabulary is controlled and sentence structure is repetitive. Each book measures $7\frac{3}{8}$ " x $5\frac{1}{2}$ " and features beautiful color illustrations of birds, insects, and animals.

DLM, Cat. No. 429, \$4.00.

Tiny Zoo. This press-out zoo scene with cages, vendors, signs, visitors, etc. is available on most news stands.

A Whitman Book. 59¢.

Wildlife Photopuzzles/4+ years. High quality photographs of popular wildlife are laminated to 5/8" thick durable board. Washable surfaces and figure-ground relationships are used in assembly. A short narrative of each animal is provided.

Instructo/McGraw-Hill, Curriculum Materials Department, P920 - Deer, P930 - Hippo, P940 - Elephant, P950 - Lion, \$3.95.

Woodland Friends. Twenty color illustrations of appealing animals (raccoon, skunk, snake, beaver, fox, turtle, frog, etc.).

Instructo/McGraw-Hill, Curriculum Materials Department, No. 726, \$3.95.

Zoo Animals. Set of 8 13" x 18" color photos (Picture - Story Study Print) with lesson on back of each print.

SVE, BSP - 112, \$9.00.

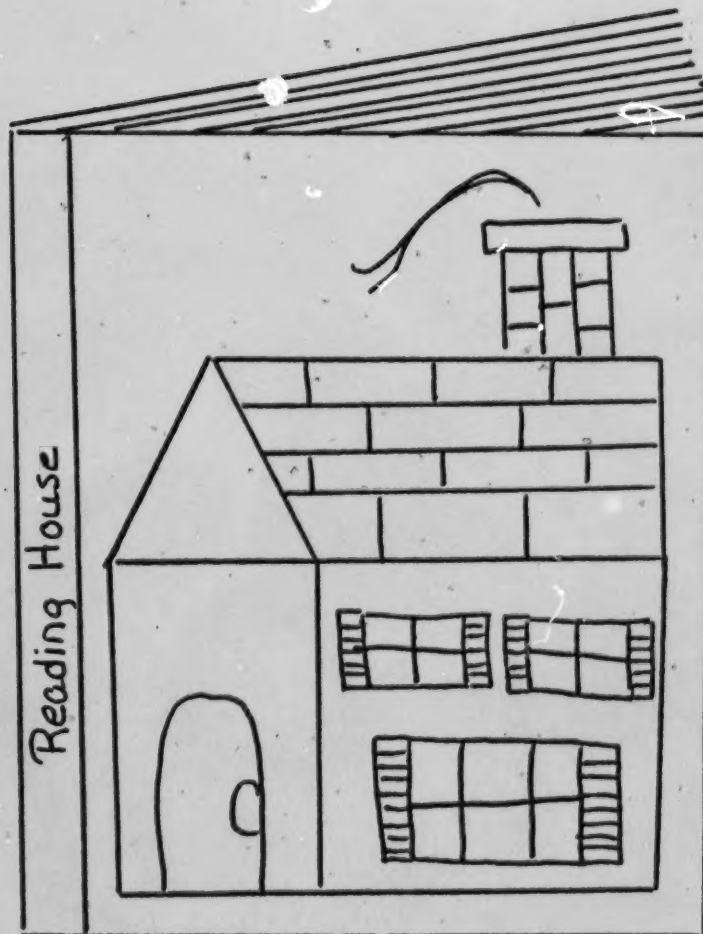
Zoo Animals. Set of 8 pictures and record or cassette. Known as Talking Picture - Story Study Prints.

SVE, BTSP - 112.

THE READING HOUSE

RHYMES AND TALES AND BOOKS AND GAMES

THE HOLT BASIC READING SYSTEM, 1977



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1. Lists of vocabulary from Rhymes and Tales and Books and Games.
2. Language structures from Rhymes and Tales and Books and Games with suggestions for classroom reinforcement.
3. Linguistic analyses and summaries of Rhymes and Tales and Books and Games.
4. Construction ideas and layouts for designing a reading house in the classroom.
5. Sample activities to create a reading house based on curricular objectives.
6. Bibliography of reading house related resources.

VOCABULARY

Rhymes and Tales, The Holt Basic Reading System (The Reading House).

Vocabulary from the reader:

<u>Nouns</u>	<u>Verbs</u>	<u>Adjectives</u>	<u>Prepositions</u>
hook(s)	are	big	for
boy(s)	read	little	in
girl(s)	do	some	
people	see(s)	blue	
bears	is	one	<u>Articles</u>
pigs	like(s)	two	the
house	come	three	a
play	plays		
wolf	come	<u>Adverbs</u>	
good-by		here	
		where	
<u>Pronoun</u>			
someone			

Books and Games, The Holt Basic Reading Series (The Reading House).

Vocabulary from the reader:

<u>Nouns</u>	<u>Verbs</u>	<u>Adverbs</u>
game	says	not
cookbook	make	up
cookies	go	down
sign	tells	
dog	said	<u>Prepositions</u>
trick	did	in
pig	find(s)	into
store	goes	to
signs		on
		out
<u>Pronouns</u>	<u>Adjective</u>	
they	good	
it		<u>Interjection</u>
what		m-m-m

Vocabulary from the illustrations:

	<u>Nouns</u>		<u>Verbs</u>	<u>Adjectives</u>
livingroom	shelves	stage	sit	cold
diningroom	clothing	audience	stand	warm
kitchen	monkeys	part	think	happy
den	trees	peanut	dream	sad
window	elephants	bottle	bake	together
sofa	hats	checkers	imagine	big
chair	park		draw	black
table	zoo		paint	
desk	hotdog		cut	
lamp	story		throw	
bed	balloons		move	<u>Preposition</u>
library	mask		wave	under
recipe	eggs		burn	
milk	clock		eat	
sugar	dentist		hunt	

LANGUAGE STRUCTURES

Rhymes and Tales, Holt, Rinehart and Winston (The Reading House)

Rhymes and Tales

Classroom

Noun - Verb

Who reads?
Big boys and little boys
read.
Big boys read.
People read.

Children read.
Teachers read.
Mommy and Daddy read.
Ms./Mr. _____ reads.
Mary sings.
Johnny talks.

Noun - Verb (transitive) - Noun

Who do you see?
You see the three bears!
The boy reads the book.

Who do you want?
I want the book.
John eats the cookie.
The teacher reads the story.

Noun - Verb - Preposition/Adverb

Books are for boys.
Books are for girls.
Some books are for boys and
girls.
Look in the blue book.
Here is the big book.
Who is in the book?

The red paper is for John.
The lollipops are for the children.
Look at the bedroom.
Here is the storybook.
Who is in the bathroom?

Noun - Verb (to be) - Adjective

Books are big.
Some books are little.

Some children are tall.
Some houses are big.
Beds are soft.
The desk is dirty.
Mary is happy.

Wh Questions

Who reads?
Who do you see?

Who goes to art?
Who do you want?
Who will do this?

LANGUAGE STRUCTURES

Books and Games, Holt, Rinehart and Winston (The Reading House)

Books and Games

Classroom

Noun - Verb

Dan and Ben play.
Stop.

John and Sally talk.
Bill and Bob eat.
Walk.

Noun - Verb (to be) - Adjective

Jenny and Jay are little.
The cookies are good.

Mary and Larry are polite.
John is noisy.
Lunch is good.
The weather is warm.

Noun - Verb (to be) - Noun

Kate is the big girl.
What is it?

What is this?
Mary is the next girl.
This is a good story.

Noun - Verb - Preposition/Adverb

Dan comes into the house.
The game is for one.
They look in the book.
And the cookies come out.
Where do you go?
Who is here?
Rex did not go in.

We are going into the reading house.
This paper is for Jake.
Let's look at the book.
It's time for math.
Where do you go?
Who is here?
We will not go out.

Noun - Verb - Noun

Ben sees a game book.
Ben reads the book.
The two boys play the game.
Read the sign!
What do you do?
Do the trick.
Rex did not do the trick.

I see a neat desk.
John is reading the book.
Sally and Lynn are playing that game.
Clean the floor.
What do you do?
Read the sentence.
We will not bake the cookies.

Books and Games

Classroom

Compounds

Kate and Dan and Ben read
the book.
Jenny and Jay are little.
Come and see the dog book.

Mary and John are going home.
Chris and Larry and Dawn are
doing math.
Come and see the gerbil.
Go and write your name.

Complex Sentences

Kate says, "Good-by."
The sign tells where to
go.
"Here, Rex," said Dan.
"You are not a trick dog,"
said Dan.

Mary said, "I have a new bike."
The sentence tells what to do.
"Let's do math," said Bill.
"It's time for lunch," said
Pam.

Wh Questions

Where do you go?
What do you do?
What is it?
Who is here?

What do you want?
What do you like?
What do you do?
What is it?
Who is here?
Who is coming?
Who knows?
Who has something for show
and tell?

Kernel Sentences

Compounds

Complex Sentences

Sentence Fragments

1. N + V =9

Some books are for boys and girls. —
object of preposition

2. N + V_{be} + Adj

Big boys and little boys
read. — noun

=4

3. N + V_{be} + N

Big girls and little girls
read. — noun

4. N + V_{tr} + N

=3

Big people and little people
read. — noun

5. N + V_{intr} + N

Bears and pigs and Little
Boy Blue!

6. N + V + Prep/Adv
Prep =8.

Adv =1

7. N + V_{st} + Adj

8. N + V_{st} + N

The three bears!

The three little pigs!

Little Boy Blue!

Bears and pigs and Little
Boy Blue!

Kernel Sentences

N + V

1. Who reads?
2. Big boys read.
3. Little boys read.
4. Big boys and little boys read.
5. Big girls read.
6. Little girls read.
7. Big girls and little girls read.
8. People read.
9. Big people and little people read.

N + V_{be} + Adj

1. Books are big.
2. Books are little.
3. Some books are big.
4. Some books are little.

N + V_{tr} + N

1. Who do you see?
2. You see the three bears!
3. The boy reads the book.

N + V + Prep

1. Books are for boys.
2. Books are for girls.
3. Some books are for boys and girls.
4. Look in the big book.
5. Look in the little book.
6. Look in the blue book.
7. Look in the books.
8. Who is in the book?

N + V + Adv

1. Here is the big book.

Verbs -- Tenses	Nouns	Prepositions	Adjectives	Conjunctions
look - present read(s) - " see - " is/are - present irregular do see - present modal	books boys girls people bears pigs	in for	big little some three blue	and
	<u>Pronouns</u> you/(you) me who	<u>Adverbs</u>	<u>Articles</u> the	<u>Interjections</u> You!

Question Forms

Morphemes

[Idioms] and Multiple Meanings

Inversions:

books - plural s.
boys - "
girls - "
bears - "
pigs - "

Some books are big.
Some books are little.

Big people read.
Little people read.

Books are for boys.

Look in the book.
Who is in the book?

Wh Questions:

Who reads?

Who do you see?

Negatives

Multiple Usage

in - adverb and preposition

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{37 \text{ utterances}}{19 \text{ pages}} =$ 2 utterances per page $\frac{146 \text{ words}}{37 \text{ utterances}} =$ 3.97 words per utterance <u>Spache Readability</u> <u>Formula</u> # words = 100 # sentences = 27 # hard words = 0 Grade Level = 1.2 (interpolated) 708	Graphic style - solid line color drawings in a variety of styles and techniques; child's crayon drawings. Illustrations are: - Clear.* - Simple and detailed. - Realistic and fantasized. - Three dimensional - Child oriented. - Well proportioned.* - Somewhat sexist. *Pages 24-35 are blurry and not well proportioned. Layout quality varies with graphic style. Numerous two-page picture spreads exist. Language-illustration relationship varies in quality from story to story.	Sentence fragments. Look in the book. - imperative sentence, where "you" is the understood subject. <u>Who do you see?</u> - <u>who</u> refers to animal characters. The concept of Little Boy Blue may cause some difficulty if interpreted literally. 709

THEME

- I. Possible titles - Reading for Pleasure.
Children's Literature.

II. Development

A. Components of reading

1. Characteristics of books (purpose, size)
2. Who reads?
3. What's found in books?

B. Fantasy

1. The Three Little Pigs
2. Little Boy Blue
3. Goldilocks and the Three Bears

A DESCRIPTIVE SUMMARY OF RHYMES AND TALES

Theme

The conceptual theme employed by Rhymes and Tales might well be entitled "Storybooks for Children." In the first half of the reader, children learn that books have certain characteristics, that there are different kinds of books, and that all kinds of people read them. These concepts are conveyed through the use of factual narratives rather than fictional storylines and make use of very repetitive vocabulary and language patterns. In the second half of the reader, familiar story-book characters are introduced. The story of Goldilocks and the Three Bears is presented in simplified form, followed by one in which a class of children put on a play of The Three Little Pigs for their parents. The fantasy depicted in these stories balances well with the factual content of the first portion of the reader.

The story settings in Rhymes and Tales are quite varied, and in some cases no concrete environment is evident at all. For this reason, it is our recommendation that a language-learning unit be created from Rhymes and Tales in conjunction with Books and Games, the second pre-primer in the Holt Basic Reading Series. Together, these two readers form the basis for our unit entitled "The Reading House."

Language

The first four stories of Rhymes and Tales, which cover pages four to thirteen, eighteen to thirty-two, and thirty-four to thirty-five, have been examined for language content within three major categories - vocabulary (word choice), syntax (word order in sentences), and semantics (word meanings). Exercise pages and poems found between stories have not been analyzed.

Vocabulary

The twenty-three words found in the sample represent all of the parts of speech except adverbs - namely, nouns, pronouns, adjectives, articles, verbs, adverbs, prepositions, conjunctions and interjections - with nouns and adjectives being most common. These words are used in a very repetitive manner, which will hopefully aid the language delayed child in acquiring meanings.

Syntax

The sample is comprised of twenty-five sentences, most of which are declaratives (statements), with a few sentences being classified as imperatives (commands) and interrogatives (questions).

Page one of the analysis chart displays three levels of sentence complexity - kernel (simple), compound, and complex - in developmental order, or the order in which they are acquired naturally by children. All twenty-five sentences in the first four stories fall into the kernel sentence category. For children with language delays who have not yet acquired an understanding of complex sentences, the sentence structures found in Rhymes and Tales may be very beneficial.

In addition to these twenty-five sentences, Rhymes and Tales also contains five sentence fragments in the first four stories. This would seem to be a substantial number of incomplete sentences, especially for language delayed children, for whom a complete language model is advantageous for imitation during the language acquisition years.

The utterances analyzed may be broken down into the following categories:

- a. Three verbs, all in the present tense.
- b. Six plurals, one irregular.
- c. No negatives.

- d. No contractions.
- e. No possessives.
- f. Punctuation - periods, exclamation points, and question marks.

Semantics

A group of words that does not have a literal translation which makes sense is said to be used idiomatically. The words big and little, for example, are used to denote adults and children, respectively, in such sentences as Big people and little people read. Big and little are also used in a different context to describe the sizes of books. Words that have more than one definition or may be interpreted more than one way are said to be multiple meaning words. Little Boy Blue, for example, is the name of a boy who dresses in blue clothing, not of a boy who is blue in color.

Beginning on page twenty-six, the preposition in is used in an unusual context. Often the sentence Look in the book means Look at the book or Look on page.... Here, however, that is not the case. The utterances Look in the big book. Who do you see? The three bears! are accompanied by a picture of a little boy examining blank pages in a book on the floor. The bear family is sitting beside the book watching him. On the next page the sentences read Look in the little book. Who do you see? The three little pigs! Here, the illustration shows a pig walking out of a book and waving to the girl who is holding it. Finally, the sentences Look in the books. Who do you see? are supported by a picture in which the pigs are crawling out of a closed book and the bears are playing on top of the book. The open pages of several books are completely blank. While the sentences direct the child to examine the pages, the illustrations direct him or her to look next to, inside of, and on top of various books.

The language-illustration relationship here, while very imaginative, may be extremely confusing for children with minimal language facilities.

Rhymes and Tales has an average of four words per utterance and of two utterances per page. Using the Spache Readability Formula, a grade level of less than 1.5 has been derived mathematically, which means that the sample is designed to be used in the first half of the first grade year. This is one indication that the language contained in this reader is appropriate for a child at the first grade reading level. This is not an indication that the subject matter is appropriate for the child reading at the first grade level, as this child may be several years older than the six-year old for whom this material is intended.

Illustrations

Rhymes and Tales has been illustrated with color drawings, with and without solid outlines, and with a wide range of graphic techniques. The pictures are for the most part clear, simple, fairly well proportioned, and realistic, although the quality varies from story to story, or from illustrator to illustrator, and is more distinct in some places than in others.

Each illustration is related in some way to the printed words found on the same page and provides the child with some picture clues. Sharply contrasting words, however, are not always supported by sharply contrasting drawings. For example, the paragraph 'Who reads? Big boys read. Little boys read. Big boys and little boys read,' (page 20) is accompanied by an illustration in which all of the boys are the same size. Children with average language facilities are frequently capable of eliciting information from the verbal message alone, but children with language deficits may be more dependent upon the pictures to fill

in the message when they fail to understand the words in print. For them, the illustrations are doubly important and may be confusing.

Words and pictures are carefully balanced in terms of size throughout Rhymes and Tales, and layouts promote left-to-right progression. The reader makes frequent use of two page picture spreads, which require the child to view twice as much information within a given time span as would a one page layout. In several instances, the words printed on the left-hand page coincide with the action taking place in the right half of a two page spread, and vice versa. This type of layout may tend to overload a child who displays handicaps or learning problems in addition to language delays.

Summary Statement

Rhymes and Tales is a fairly easy to read first preprimer in which fact and fantasy combine to produce a conceptual "storybooks for children" theme. It is one of the few readers examined in which reading is viewed as a desirable skill and pastime. Vocabulary and syntactic structures have been kept simple and repetitive and should not pose any great difficulty for the language delayed or impaired child. Semantic meanings may at times be confusing. The illustrations introduce the child to several different graphic techniques and, as a result, vary in terms of quality, content, support, and clarification of the printed text. In conjunction with Books and Games, the second preprimer in the Holt Basic Reading System, Rhymes and Tales can be used as the basis for an effective language-learning unit.

Kernel Sentences	Compounds	Complex Sentences	Sentence Fragments
1. N + V = 2	<u>Dan and Ben</u> read the book. — Noun subject	Kate says, "Good-by."	
2. N + V _{be} + Adj = 2	<u>Kate and Dan and Ben</u> read the book. — noun subject	Dan says, "Good-by."	
3. N + V _{be} + N = 2	<u>Kate and Dan and Ben</u> play the game. — noun subject	The sign tells where to go.	
4. N + V _{tr} + N = 2 ⁴	<u>Dan and Ben</u> play. — noun subject	The sign tells what to do.	
5. N + V _{intr} + N	<u>Kate and Jay and Jenny</u> are in the house. — noun subject	The sign tells what it is.	
6. N + V + Prep/Adv Prep = 6 Adv = 7	<u>Jenny and Jay</u> are little. — noun subject	The sign tells who is here.	
7. N + V _{st} + Adj	<u>Kate and Jay</u> see a cookbook. noun subject	"Here, Rex," said Dan.	
8. N + V _{st} + N	<u>Kate and Jay</u> like cookies. — noun subject	"Good boy," said Dan.	
	<u>Jenny and Jay</u> make the cookies. — noun subject	"You are not a trick dog," said Dan.	
	"Come and see the dog book." — sentence		
	"Come and see the trick." — sentence		

Kernel Sentences

N + V

1. Dan and Ben play.
2. Stop.

N + V_{be} + Adj

1. Jenny and Jay are little.
2. The cookies are good!

N + V_{be} + N

1. Kate is the big girl.
2. What is it?

N + V + Prep/Adv

1. Dan comes into the house.
2. Kate comes into the house.
3. The game is for one.
4. Kate and Jenny and Jay are in the house.
5. They look in the book.
6. The cookies go in.
7. And the cookies come out.
8. Where do you go?
9. Who is here?
10. Come out here, Rex.
11. Rex did come out.
12. Come into the house, Rex.
13. Rex did not go in.

N + V_{tr} + N

1. Ben sees a game book.
2. Ben reads the book.
3. Ben sees a game for one.
4. Ben plays the game.
5. Dan and Ben read the book.
6. The boys see a game for two.
7. The two boys play the game.
8. Kate and Dan and Ben read the book.
9. They see a game for three.
10. Kate and Dan and Ben play the game.
11. They play the game for two.
12. Ben plays a game.
13. Kate and Jenny see a cookbook.
14. Kate reads the book.
15. Jenny sees cookies in the cookbook.
16. Jenny likes cookies.
17. Kate and Jay like cookies.
18. Kate reads the cookbook.
19. Jenny and Jay make the cookies.
20. Read the sign!
21. What do you do?
22. Do the trick!
23. Rex did not do the trick.
24. Rex did the trick.

Verbs — Tenses	Nouns	Prepositions	Adjectives	Conjunctions
play(s) - present look - " like(s) - " stop - " see(s) - " read(s) - " come(s) - " says - " make - " tells - "	book game house boy(s) Ben Dan Kate good-by Jenny Jay girl cookbook cookies sugar milk sign Rex trick dog here Dr. Cook, D.D.S.	into for in out	game two big little good dog trick	and where what
is/are - present irregular go - " " do - " "				
do go - present modal do do - " "				
said - past irregular did - " "				
did come - past modal did do - " " did go - " "				
to go - infinitive to do - "				
	<u>Pronouns</u> one two three it you they who what where	<u>Adverbs</u> where here out in	<u>Articles</u> a the	<u>Interjections</u> M-m-m! Here, Tex!

Question Forms

Morphemes

[Idioms] and Multiple Meanings

Inversions:

boys - plural s
cookies - " "

Kate is the big girl. - (older)
Jenny and Jay are little. (young)

["Good boy,"] said Dan.
The cookies are good!

[Come out here.]
"Here, Rex," said Dan. - (come here)
Here is a good trick. - (this)

Ben sees a game for one. - (person)
The boys see a game for two. - (people)
They see a game for three. - "

Kate and Jay are in the house. - (inside)
They look in the book. - (at)
The cookies are in the cookbook. - (on the pages)

The cookies go in. - (the oven)
Rex did not go in. - (the house)
The cookies come out.
Rex did not come out.

The sign tells where to go.

Ben plays the game.

What is it? - (boy)

Multiple Usage

trick - noun and adjective
dog - noun and adjective

Wh Questions:

Where do you go?
What do you do?
What is it?
Who is here?

not

Negatives

Word Complexity	Illustrations	Difficult Structures/Problem Areas
4.76 words per utterance $\frac{65 \text{ utterances}}{29 \text{ pages}} = 2.24$ utterances per page <u>Spache Readability Formula</u> #words - 101 # sentences - 21 # hard words - 2 (cookbook, M-m-m!) Grade Level = 1.7	Graphic style - solid line color drawings, wiggly line color drawings, pastel drawings, and three dimensional paper pictures. Illustrations are: - Clear, except for a few fuzzy pictures where print quality is poor. - Simple. - Realistic and fantasized. - Well proportioned. - Well balanced and well laid out, except for double page picture spreads. - Related to printed text. - Related to theme.	Complex sentences are of several types, including direct discourse, which contains difficult punctuation and varying word order (Dan says, " ." and " ," says Dan.) Idioms and multiple meanings. Verb forms and tenses. Imperative sentences where <u>you</u> is the understood subject. Nominative of address - 'Come out here, <u>Rex</u>.' '<u>And</u> the cookies come out.' - technically incorrect grammatical structure; sentence begins with conjunction.

THEME

- I. Title - Practical Uses of Reading
- II. Components developed through stories
 - A. Where reading is found
 - 1. Books
 - a. Game books
 - b. Cookbooks
 - c. Dog books
 - 2. Signs
 - a. Street and general purpose signs
 - b. Stores
 - c. Labels
 - B. Purposes of reading
 - 1. To gain information
 - 2. For following directions
 - 3. For enjoyment

A DESCRIPTIVE SUMMARY OF BOOKS AND GAMES

Theme

Books and Games presents the reading child with a unique kind of conceptual theme, one that deals with reading for meaning. Through a sequence of fictional stories, the child ascertains that reading is used for following directions, for gaining information, and for enjoyment, and that it makes life easier in a variety of situations. Each story has a very definite plot in which a dilemma arises and is resolved. A game book is used to find activities for an increasing number of characters in one story; in another a cookbook is consulted for a cookie recipe (naturally, the cookies burn); in still another, a little boy attempts to teach his uncooperative dog tricks from a dog book. The stories are held together by the fact that they take place in and around a house environment and by the characters themselves, who remain constant throughout the reader. The first grade child should see him/herself in a number of these characters and should, therefore, find them appealing as well as humorous.

Language

The first four stories of each first grade reader are examined for language content within three major categories - vocabulary (list of words), syntax (word order in sentences), and semantics (word meanings). Exercise pages and poems found between stories are omitted from the analysis. The following information pertains to pages six to twenty-three, twenty-six to thirty, and thirty-three to forty.

Vocabulary

The seventy-two words found in the sample represent all of the parts of speech - nouns, pronouns, adjectives, articles, verbs, adverbs,

prepositions, conjunctions and interjections - with nouns and verbs being most common. Three times as many words are introduced in this sample as were introduced in the sample taken from the first preprimer, Rhymes and Tales.

Syntax

The sample is comprised of forty-five sentences, most of which are declaratives (statements), with a few sentences being classified as imperatives (commands), and interrogatives (questions).

Page one of the analysis chart shows three levels of sentence complexity - kernel (simple), compound, and complex - in developmental order, or the order in which they are acquired naturally by children. Of the fifty-six sentences contained in the first four stories, forty-four are classified as kernel sentences, two are compounds, and ten are complex. It is our suggestion that children with language delays who struggle to understand complex structures will not experience great difficulty with the sentence structures contained in this reader.

In addition to the fifty-six sentences, the first four stories also contain two sentence fragments or incomplete sentences. Although normal conversation is frequently peppered with sentence fragments, they may not provide the language delayed child with the most effective model for expanding language. Since the sample has such a small percentage of incomplete sentences, however, these should not cause undue concern.

The sentences found in the sample may be broken down into the following components:

- a. Thirteen verbs used in a variety of forms and tenses.

- b. Two regular plurals.
- c. One negative.
- d. No contractions.
- e. No possessives.
- f. Punctuation - periods, commas, exclamation points, question marks, and quotation marks.

Semantics .

A group of words that does not have a literal translation which makes sense is said to be used idiomatically. Words that have more than one acceptable definition or that may be interpreted more than one way are labelled as multiple meaning words or phrases. For example, the sentence Kate is the big girl means that Kate is the "older" girl. Jenny and Jay are little means that they are "young," not tiny. When Dan says good boy, he is praising a dog, not complementing a friend. The word in is defined as "inside," "at," and "on," depending on context, while here is defined as "this," "there," and "come here." The words trick and dog appear as both nouns and adjectives, thereby serving multiple functions. A comprehensive list of all of the words, phrases, and sentences in the stories examined which fall into these two categories may be found on page three of the accompanying chart. This list of language structures is fairly extensive and may be extremely confusing for children who fail to grasp the finer nuances of language.

Books and Games has an average of five words per utterance and of two utterances per page. Using the Spache Readability Formula, a grade level of 1.8 is derived, which means that the sample is designed to be used in the second half of the first grade year. This is one indication that the language contained in this reader is appropriate for a child at the first grade reading level. This is not an indication that the subject matter is appropriate for the child reading at the first grade level, as this child may be several years older than

the six-year old for whom this material is intended.

Illustrations

The illustrations in Books and Games are solid line color drawings, wiggly line color drawings, pastel drawings, and photographs of three dimensional paper cutout scenes. The illustrations are clear, simple, well proportioned, realistic, and most importantly, they are very supportive of the printed information presented on each page.

Two-page picture spreads, which require the child to view twice as much information in a given time span as would a one-page layout, are utilized fairly frequently in Books and Games. In several instances the words printed on the left-hand page coincide with the action taking place on the right-hand page, and vice versa. This type of layout may tend to overload a child whose handicap includes visual learning problems in addition to language delays.

Summary Statement

The stories in Books and Games, the second preprimer in the Holt Basic Reading System, introduce the first grade child to the concept of reading for meaning and enjoyment. The reader represents a nice transition from the first preprimer, Rhymes and Tales, in which characteristics of books are described, to Pets and People, the third preprimer, which contains more fictionalized stories of animals and cultures around the world. In conjunction with Rhymes and Tales, Books and Games has been used as the basis for the Reading House unit.

It is our belief that Books and Games has been written at an appropriate level for the first grade child and should be appealing to this child. Syntactic structures should not pose any great difficulty for the language delayed child. The reader does contain a fairly

large number of vocabulary words, however; semantic meanings may be perplexing for this reason. The fact that the illustrations support and contribute to the printed text very effectively will hopefully help to alleviate this possible confusion.

CONSTRUCTION OF THE READING HOUSE

The reading house can be constructed as one large interior of a house, or if you prefer, as separate rooms scattered around the classroom. Either way, if your classroom can accomodate it, it is helpful to have floor space available in front of the rooms for tables, chairs, desks, pillows, and so forth to hold manipulatives and to allow the children to use each room. The reading house can be as simple or as involved as you wish. These instructions and the drawing that accompanies them are only suggestions. Your reading house will reflect your ideas and those of your children.

Large pieces of heavy cardboard sheeting, often available free of charge or at a nominal cost from box companies for school projects, make excellent backdrops for rooms. They can be easily cut with a Stanley knife. You can draw the outlines of the pieces of furniture on each sheet of cardboard and ask the children to paint them. Make these backdrops stand by leaning them against walls and attaching cardboard brackets to the backs, or by slitting the bottoms and inserting strips of cardboard. If you want to avoid using cardboard, a long sheet of butcher paper attached to the wall can achieve the same purpose, although it will not be as mobile.

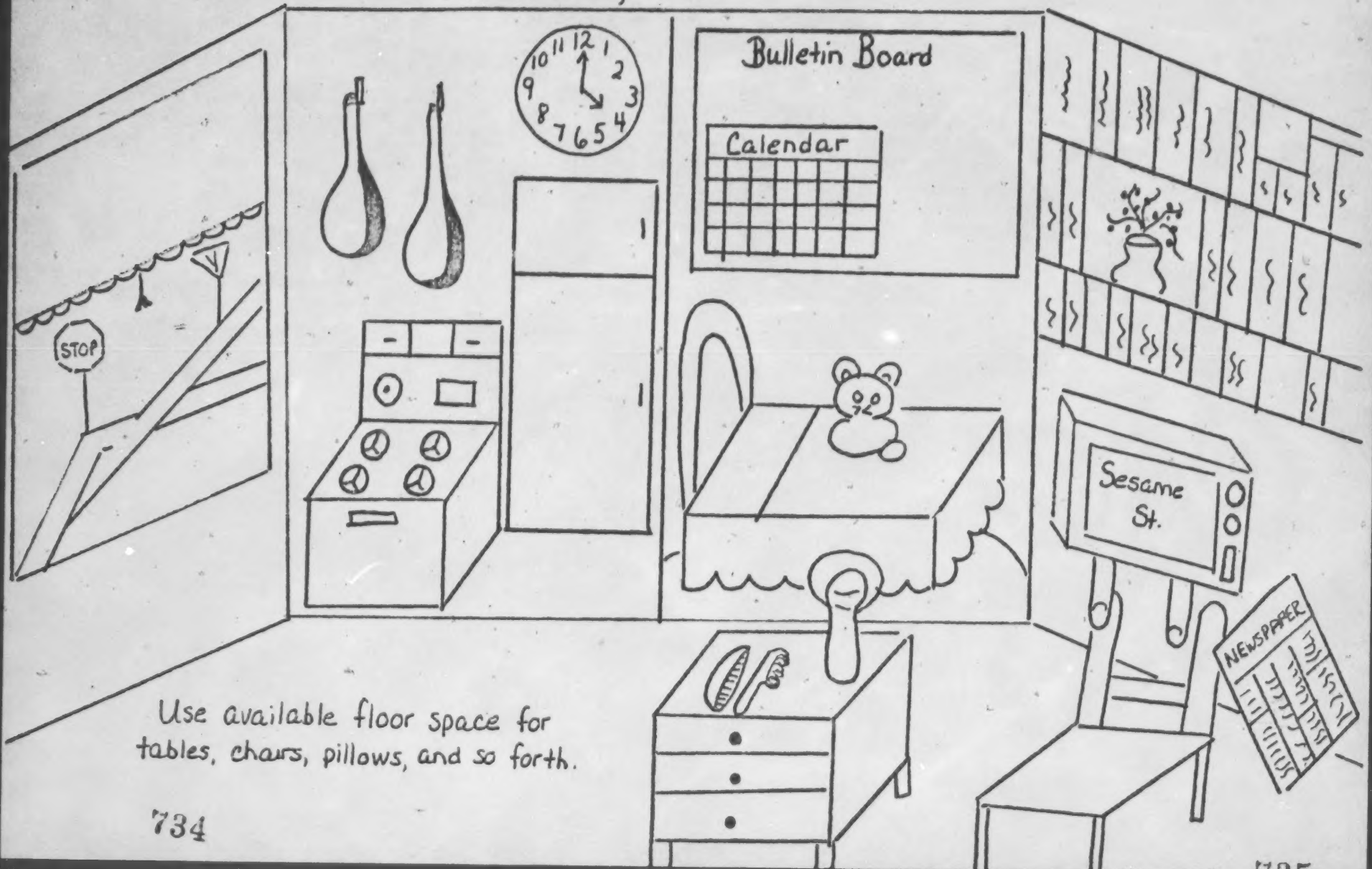
Remember that all parts of the background do not need to be painted on. You can make a calendar and clock for teaching purposes separately. Through academic activities the children can make books for the shelves, knobs for the television set, burners for the stove, pots and pans, and so forth.

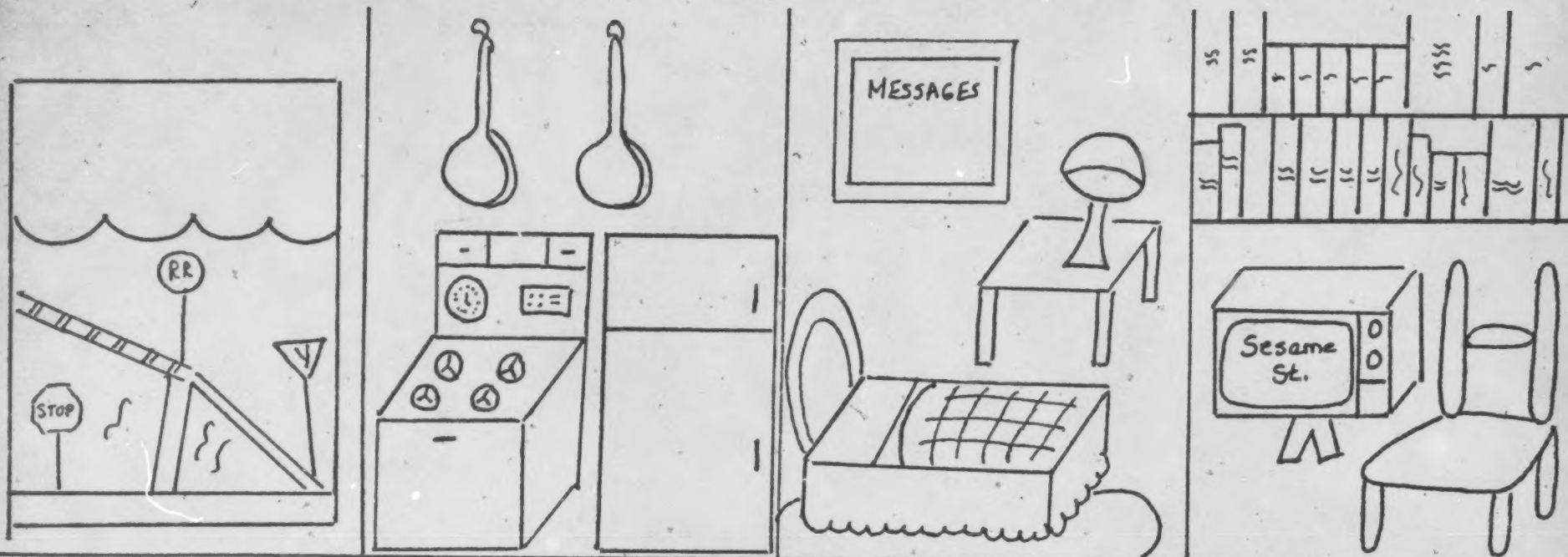
The window can be multi-functional if you make the frame separate from the view. This enables you to change what is outside the window.

For example, you may want to have one scene with street signs to read and another with snow for weather discussions.

Books and small furnishings for the rooms of the house will be made from the activities in your own file which are based on the reinforcement of your curricular objectives. The activity file presented here will hopefully give you some suggestions, but it is your knowledge of your children and their needs, the implementation of your ideas, and the child-creativity in your class that will make this language-learning unit a meaningful experience for everyone involved.

The Reading House





The following are activities using the reading house based on sample kindergarten objectives. After you have developed a given concept with blocks, pictures, or any other classroom objects, reading house materials created in this unit provide a familiar, unified, and enjoyable medium for reinforcement exercises. As one of the major objectives of this project is to encourage optimal use of oral skills, language practice is an integral part of these activities.

Math Activities

If you have developed the concept of grouping objects by common attribute, try the following reinforcement activity. Have your students make book covers of all types. Examples: large, small, red, blue, green, about animals, about children, etc. They can do this by tracing and cutting out different sized rectangles from various colors of construction paper and folding them in half. Some of them can draw or paste a picture of an animal on the front; others can

decorate the front in a different way. Before placing them in a room in the reading house, ask the students to group and regroup them according to size, color, and cover design and to tell you why they grouped them in specific ways.

Reinforcement of your students' use of sets can be done with this activity. Ask the students individually to go to the classroom library (which may be located in a room in the reading house) and find the set of animal books, books about sports or cars, etc. This can be used as a catalyst for a discussion about a particular type of book, favorite books, and so forth.

Reading Activities

If you've developed the objective of associating an alphabet letter with a word beginning with that letter, try the following activity. Make an alphabet letter mobile. For example, if you are teaching the letter "b," attach a large oaktag "b" to a wire coat hanger. Have each student make a "b" book. Examples: Bambi, baking, "The Three Bears," baseball, and so forth. Using folded sheets of construction paper for the books, let each student trace an appropriate picture for their book to paste on the cover. Attach them to the hanger with yarn and hang the mobile in the classroom. Ask the students to tell you what the various "b" books might be about.

In order to reinforce ability to identify a word through matching with a picture clue, try this activity. Label all objects in the reading house. (These labels will be worth the time it takes to do them as they can be used in many other activities.) Make an identical set of word cards. Ask students to take a word card, go to the reading house, find the object labeled with the same word, and tell what that object is. You can reinforce language of position also by asking the students to tell you where these objects are located in relation to others

in the reading house (next to the bed, and so forth).

Science Activities

If you are developing your students' abilities to discriminate between various textures, have them make texture books. Give each student several sheets of construction paper. Make available small pieces of materials of various textures. Examples: felt, sandpaper, cotton, velvet, thin wood, etc. Instruct students to take one piece of every material, cut it into any shape, paste each one on a separate paper, and decorate the papers with crayons if they wish. When this has been done, go around to the students individually and label the textures with them. While you are doing this, students can make covers. Punch holes in the pages, and connect them with yarn to form a book. Begin a discussion about the different textures and the objects made of them.

This same activity can be used to develop understanding of the sense of hearing also. Make the same kind of book. Have the students trace and cut pictures of different objects that make noise for each page. Talk about the uses of these objects and the noises. Examples: a horn, a fire engine, a whistle, a bell, an alarm clock, etc.

Social Studies Activities

If you want your students to be able to identify facial features on themselves and others, try this reinforcement activity. Choose a story such as "The Three Bears," "Little Red Riding Hood," or "Snow White and the Seven Dwarfs." Make it into a simple play to perform in the reading house. Have each student make masks from paper plates for the character he/she will play. Have patterns available for facial features, ears, etc. Students can trace and cut

them from colored paper and paste them to the paper plates. After practicing, perform the play for parents or another class.

This activity can be broadened to include identification of body parts and clothing by making puppets to perform in the play instead of masks. Students can trace a basic body shape and add facial features, color clothing, etc. A popsicle stick or tongue depressor pasted lengthwise near the bottom of the body makes a good handle.

THE READING HOUSE BIBLIOGRAPHY AND RELATED INSTRUCTIONAL MATERIALS

Briggs, Raymond. The Snowman. New York: Random House, 1978. When his snowman comes to life, a little boy invites him home and in return is taken on a flight above beautiful cities and strange lands. Scenes of the snowman exploring the house will appeal to children. Good for encouraging all kinds of language activities.

Recommended by Language Arts, April, 1979.

Childcraft Four-In-One Kitchen. This kitchen unit includes sink, stove, refrigerator, and cabinet and rolls on full swiveling casters. The oven has a clear, safety-plastic window and roasting grill. There are towel bars, cup hooks, and plate grooves on the cabinet. The refrigerator has a wire rack and ice cube trays. The sink has a removable plastic pan and turntable spigots. Magnetic catches are on all doors. Sturdily constructed on 5/8" Finland birch plywood with hardboard back and Formica top. 39 5/8" x 40" x 17 5/8".

Childcraft, 1978, page 68, 7H39Z, \$179.95.

Classification: Things a Family Uses. Flannelboard kit includes everything around the house from people and their clothing to typewriters and telephones.

Instructo-Paine Learning Aids Center, 1978, page I-3, number 111, \$7.95.

DeLage, Ida. Hello, Come In. Champaign, IL: Garrard Publishing Co. A child visits many different homes - a witch's cave, a haunted house, a frog pond, a toy shop, a pig sty, and a pony barn - and shares with each owner what he enjoys most.

Doll's High Chair. Made of northern maple, this high chair is big enough for large dolls. The seat is 16" high and the chair is 26 3/4" high overall.

Childcraft, 1978, page 69, 7HZ40, \$14.95.

Duvoisin, Roger. House of Four Seasons. New York: Lothrop, Lee, and Shephard, 1956. This book describes making houses using collages of favorite seasons.

Figure-Ground Activity Cards. This set consists of eighteen black/white scenes on nine 11" x 7 1/2" coated cards that can be wiped clean and used repeatedly. The task is to locate the objects in the picture which are keyed in the upper righthand corner and to circle them with a marking pencil as a means of developing and expanding language. Scenes include a car repair garage, winter sledding, and so forth. Two marking pencils and cloths are included, along with suggestions for use.

DLM, 1978-79, page 48, cat. no. 416, \$6.50.

Fruit and Vegetable Insert Puzzle. Measures 16 3/4" x 15" and includes sixteen colorful fruit and vegetable insert pieces made of wood with large knobs for easy handling.

Teaching Resources, 1978, page 57, Number 82-225, \$15.95.

Fun with Faces. Six family faces - father, mother, sister, brother, grandmother, grandfather - with built-in handles facilitate dramatic play. Each face is 12".

Instructo-Paine Learning Aids Center, 1978, page I-18.

Family Face Puppets (white), number 1185, \$7.95.

Family Face Puppets (black), number 1186, \$7.95.

Home and Family. This is a set of twenty-four multiethnic and non-sexist prints about the home and family.

Instructo-Paine Learning Aids Center, 1978, page I-47, number 1216, \$6.95.

Imagination Puzzles. Each of the puzzles contained in this set comes with a color poster of a similar scene to encourage comparisons and reinforce concepts of space and time. Scenes/puzzles include: an outside view of a home and people inside involved in activities (outside/inside); children playing in a winter snow scene and the identical setting in summer (seasonal changes); a contemporary city as it appeared in the past (present/past); a familiar playground (present/future).

DLM, 1978-79, page 98, cat. no. 377, \$6.50.

Krauss, Ruth. A Very Special House. New York: Harper and Row, 1953. This book is based on the concepts of "a special house for me" and "a dream house."

Living Together. This assortment of 47 durable cardboard figures representing home and family life includes family members, visitors, pets, rooms in the home, furnishings, and accessories.

Childcraft, 1977-78, page 146, 7L566, \$7.95.

Melmac Tea Set. This adult sized tea set for children, made of rigid, durable, plastic melmac, includes four cups, saucers, 6½" plates, sugar bowl and creamer.

Childcraft, 1978, page 68, 7HZ16, \$15.95.

Montresor, Beni. House of Flowers, House of Stars. New York: Alfred A. Knopf, 1962. Children will enjoy reading about all kinds of houses: big, little, happy, unhappy, real, and make-believe.

Palmer, Helen. Why I Built the Boogle House. New York: Beginner Books, 1964. After reading the book, children will have many ideas about what a "Boogle" is.

Pastry Set. Nine piece unbreakable plastic set includes mixing bowl, spoons, a spatula, a wood rolling pin, board, and pastry cutters.

Childcraft, 1978, page 68, 7H381, \$5.95.

Plastic Play Foods. Soft, unbreakable vinyl fruits and vegetables are realistically reproduced in shape, color, and size.

Childcraft, 1978, page 68.

7H330 - Set of 5 fruits - \$4.50.

7H331 - Set of 4 vegetables - \$4.50.

Play Store Grocery Set. Realistic wooden blocks of play groceries includes such things as frozen peas, cereal, catsup, soap, spaghetti. All have washable surfaces.

CMD, McGraw-Hill, 1978, page 20, C601, \$6.95.

Play Table and Chairs. Lightweight plastic table (20½" square, 17½" high) and chair (18 ¾" high) set in red for playhouse comes ready to assemble.

Childcraft, 1978, page 68, 78375, \$35.95.

Play-Time Food. Over 40 miniature foods, including fruits, vegetables, dairy products, beverages, cakes, and breads, stand 4" high and are made from soft, non-toxic plastic.

Childcraft, 1978, page 69, 7H395, \$4.50.

Pliable Family. Soft rubber figures include father, mother, and three children ranging in height from 7 3/4" to 4" (white family) and can be positioned to set on stand.

Childcraft, 1978, page 50, 7D245, \$12.95.

Pour 'n Serve. Durable plastic set of four cups, pitcher, and tray in yellow and orange.

Childcraft, 1978, page 68, 7H393, \$5.95.

Puppet Playmates-Members of the Family. Child-size cardboard figures with an opening for a child's face include a mother, father, sister, and brother. Children can role play the various family members.

Instructo-Paine Learning Aids Center, 1978, page I-17, no. 1106, \$14.95.

See-Into Puzzles. Colorful plywood puzzles measure 8 1/2" x 10 1/2" and feature room settings. Lift up the insets to discover each room's contents.

Childcraft, 1977-78, page 145.

7Z557 - House inset - \$5.95.

7Z558 - Toy Shelves inset - \$5.95.

7Z559 - Kitchen inset - \$5.95.

7Z507 - Set of 3 - \$16.95.

Sesame Street American Bricks. Colorful large size bricks and punch-out pieces snap together for simple construction and imaginative play using familiar Sesame Street characters and scenes.

Milton Bradley/Playskool, 1978, page 38, PS849, \$10.80.

Sight and Sound Discovery Trips: Listening and Sight Experiences. Eight discovery trips, designed to heighten children's sense of sight and hearing, include the woods, the farm, the city, and the town.

Eye Gate Media, 1979, page 62.

Tf199 - 8 filmstrips, 4 cassettes, and teacher's manual - \$112.25.

Df199 - 8 filmstrips with records - \$112.25.

Kit-Tf199 - 8 filmstrips, 4 cassettes, one set of 80 Teach-a-Pix, 30 student activity books, 1 Tune Trip book with record, and comprehensive teacher's manual - \$145.25.

Kit-Df199 - 8 filmstrips, 4 records, extra set of 80 Teach-a-Pix - \$22.00.
30 extra activity books - \$12.50.

Extra Tune Trip book with record - \$7.50.

The Story of Houses. Mini captioned filmstrips present various kinds of homes, past and present. High reading level.

Eye Gate Media, 1979, page 59.

F48 - 9 filmstrips - \$90.00.

TF48 - 9 filmstrips, 5 cassettes - \$127.50.

Three-Dimensional Bulletin Board Displays: Reading. The kit includes 9 posters ranging in size from 5" x 6" to 18" x 24" plus a teacher's guide. Each poster shows a place, inside or outside of the home, where reading takes place.

Instructo-Paine Learning Aids Center, 1978, page I-45, reading no. 788, \$3.50.

Hooray for Books. Excitement is in the air as these youngsters read books to pursue their hobbies, studies, and leisure time interests. Figures range to 27".

Paine Learning Aids Center, 1978, page 51, T-728, \$3.50.

What's Around Us: Environment and Life Styles. Six filmstrips show lifestyles in the city, the town, the country, and the home, and give students a visual and oral vocabulary of objects in these environments.

Eye-Gate Media, 1979, page 62.

TX222 - 6 filmstrips, 3 cassettes - \$82.50.

DX222 - 6 filmstrips, 3 records - \$82.50.

THE COMMUNITY

BOOK 1

THE PALO ALTO READING PROGRAM, 1973



(C)

748

CONTENTS

1. Lists of vocabulary from Book 1.
2. Language structures from Book 1 and suggestions for classroom reinforcement.
3. Linguistic analysis and summary of Book 1.
4. Construction ideas and layouts for designing a community in the classroom.
5. Sample activities to create a community, based on curricular objectives.
6. Bibliography of community-related resources.

VOCABULARY

Book 1, Palo Alto (The Community)

Vocabulary from the reader:

<u>Nouns</u>	<u>Verbs</u>	<u>Pronouns</u>	<u>Prepositions</u>	<u>Interjection</u>
ram	am	I	on	bam
mat	see		at	
man	look			
sun	saw	<u>Adjectives</u>		
girl	ran	tan	<u>Conjunction</u>	
apple	said	fat	and	
ant	fan			
ball	bat			
bat	rob	<u>Adverbs</u>	<u>Articles</u>	
boy	sob	a lot	the	
mom	nab		a	
	sat		an	

Vocabulary for the community:

<u>Nouns</u>		<u>Verbs</u>	<u>Adjectives</u>
house	cake	stop	hungry
grocery store	cookies	walk	thirsty
restaurant	shelf	shop	cold
toy	door	buy	colors
store	cans	sell	big
clothes	truck	want	small
clothing names	price	like	numbers
police	coin names	need	warm
station	bag	play	
fire	ball		
hospital	doll		
sign	game		
french fries	toy names		
money	hamburger		
vegetable names	soda		
fruit names	street		
meat	boy		
milk	girl		
cheese	bike		

LANGUAGE STRUCTURES

Book 1, Palo Alto (The Community)

Palo Alto

Classroom

Noun - Verb (to be) - Noun

I am Tam.
I am the ram.
I am Tat.

I am Mrs. Rosen.
I am the teacher.
He is a boy.
We are children.

Noun - Verb (transitive) - Noun

See Tam.
See Tam, the ram.
I see Tam.
I see Tam and Tat.
I see Tam and Tat, the rams.

See the picture.
Eat lunch.
Buy the tomatoes.
I see the picture.
I want the toy.
I want the scissors and crayons.
Collect the vegetables.
Read the sign.

Inverted Questions

Am I Tam?
Am I the ram?
Am I Tat?

Are you finished?
Is he sick?
Am I talking?
Can you go?

Kernel Sentences

Compounds

Complex Sentences

1. N + V
2. N + V_{be} + Adj
3. N + V_{be} + N = 6
4. N + V_{tr} + N = 10
5. N + V_{intr} + N
6. N + V + Prep/Adv
7. N + V_{st} + Adj
8. N + V_{st} + N

I see Tam and Tat. —
direct object

Kernel Sentences

N + V_{be} + N

1. Am I Tam?
2. I am Tam.
3. Am I the ram?
4. I am the ram.
5. Am I Tat?
6. I am Tat.

N + V_{tr} + N

1. See Tam.
2. See Tam, the ram.
3. See Tat.
4. See Tat, the ram.
5. I see Tam.
6. I see Tam, the ram.
7. I see Tat.
8. I see Tat, the ram.
9. I see Tam and Tat.
10. I see Tam and Tat, the rams.

Verbs — Tenses

Nouns

Prepositions

see - present

am - present irregular

Tam
Tat
ram (s)

and

Pronouns

I

Adverbs

Articles

the

Interjections

Question Forms

Morphemes

[Idioms] and Multiple Meanings

Inversions:

Am I Tam?
Am I the ram?
Am I Tat?

rams - plural s

Nan saw Tam and ran.
Bob and Tom ran at the tams.
Tat and Tam ran on and on and on.

"I am tan." - similar appearance, dissimilar function.
I am Tam.

Look, Sam and Al.
Look at Tat and Tam rob Mom.

Fan the man.

Tom and Bob bat the ball [a lot] .

Multiple Usage

tan - noun and adjective
bat - noun and verb

Note: All of the multiple meanings listed here are found
in Book 1, but none of them are in the first four
stories.

Wh Questions:

Negatives

758

759

Word Complexity	Illustrations	Difficult Structures/Problem Areas
3.8 words per sentence	Graphic style - blue, black and white etchings, drawings, and cartoons.	Similar appearance of letters, words, and sentences may effect visual discrimination.
5.5 sentences per page	Illustrations are: - Clear. - Simple. - Realistic. - Well proportioned. - Well laid out. - Three dimensional. - Small in proportion to the printed test.	It is sometimes difficult to determine who is speaking.
Grade level = 1.5 (interpolated)	Some words are printed on rebus silhouettes. Characters appear to be standing in or moving through midair, due to the absence of background detail.	Tenses change frequently from present to past. Past tense is ued with present action in cartoons.
		Direct discourse format extends over several lines, i.e. Sam said, "I am Sam. I am a man."
		Imperative sentences, where <u>you</u> is the understood subject, often begin with direct address, i.e. Sam, see Tat. Sam, see Tam. Interpretation depends partly on comprehension of punctuation rules.

A DESCRIPTIVE SUMMARY OF PALO ALTO BOOK 1

Theme

The underlying themes of The Palo Alto Reading Program, Book 1 are phonological and structural rather than conceptual. Specifically, Book 1 is based upon these components:

1. One syllable words following the CVC and VC patterns with medial letter a or o and the consonants b, f, l, m, n, r, s, and t. (phonological and structural)
2. Five sentence patterns -- N + V, N + V_{be} + N, N + V_{tr} + N, N + V + Prep/Adv, and complete sentences. (structural)
3. Compound structures using the connecting conjunction and. (structural)

While the reader does contain some words and sentences which do not fit these patterns and rules, the language remains fairly consistent and repetitive throughout. The fact that there is no concrete story line or factual information per se makes it difficult to develop a language-learning unit from this reader.

Language

The first four stories of each first grade reader are examined for language content within three major categories -- vocabulary (list of words), syntax (word order), and semantics (word meanings). Exercise pages, review pages, and poems found between stories are omitted from the analysis. Following these guidelines, pages 5, 7, 9, and 11 were selected as the sample from Book 1.

Vocabulary

The first four stories contain only nine words altogether -- four nouns, one pronoun, two verbs, one conjunction, and one article. Since so many of the words in Book 1 rhyme, the teacher might be able to use

the reader as a starting point for developing lessons based on rhyming words.

Syntax

The sample is comprised of sixteen sentences, most of which are declaratives (statements). Three sentences are interrogatives (questions), and none are imperatives (commands) or exclamations.

Page one of the analysis chart shows three levels of sentence complexity - kernel (simple), compound, and complex - in developmental order, or the order in which children acquire them naturally. The sixteen sentences examined in Book 1 have been classified within two kernel sentence categories. For children with language difficulties who have not yet acquired an understanding of complex sentences, this repetition of basic sentence patterns might prove beneficial for decoding and comprehension.

The sentences found in the first four stories may be broken down into the following components:

- a. Two present irregular verb forms.
- b. One regular plural.
- c. No negatives.
- d. No contractions.
- e. No possessives.
- f. Punctuation - periods and quotation marks.

Semantics

When a group of words does not have a literal translation that makes sense, it is defined as an idiom. Words that have more than one definition or that may be interpreted more than one way are said to be multiple meaning words or phrases. In either case, a child may not understand the intended meaning. The sample stories from Book 1 contain no such language; however, a number of examples of confusing sentences have been listed on page three of the accompanying chart. These

have been taken from various places in the reader as examples of sentences which might be confusing to children with language delays or difficulties.

Book 1 has an average of five sentences per page and of six words per sentence. Using the Spache Readability Formula, a grade level of 1.36 has been derived mathematically, which means that the reader is designed for use in the early part of first grade. This is one indication that the language contained in Book 1 is appropriate for a child reading at the first grade level.

Illustrations

The illustrations in Book 1 are solid line drawings and cartoons in blue and black on white. The pictures are clear, simple, realistic, and internally well proportioned, although the absence of background detail often makes the characters appear to be floating in midair. In comparison to the size of the words on each page, the illustrations may seem rather small to the first grade child. A very effective technique is used in those instances where a word does not follow the phonological structure being emphasized - a solid outline rebus picture is drawn around the word.

Frequently, the language and illustrations found in Book 1 reinforce each other only at the naming level. The reader's very repetitive sentence format does not always provide a great deal of action to be illustrated. As a result, the first grade child may not find the pictures appealing. At times the language shifts from present to past tense, but there are no changes in the accompanying pictures to reinforce the changing time factor. For example, the action in the final story occurs in the present while the text is written in the past tense. A boy observes a girl crying on page six and thinks to himself, I saw

Nan sob. Since no conceptual theme is evident in the reader, no comment can be made about the relationship between theme and illustrations.

Summary Statement

Palo Alto Book 1 is a phonological/structural reader with no apparent conceptual theme for use in developing a language-learning unit. Syntactic and semantic language structures have all been kept very simple and, in our opinion, should not pose difficulty for the language delayed child. While the number of vocabulary words presented in the reader is very small, the specific words selected for use are somewhat unusual. They have been chosen for their phonological content rather than their familiarity and may, as a result, be unfamiliar to children with language delays. The illustrations in Book 1 are small, realistic, and supportive of the text at the naming level.

CONSTRUCTION IDEAS FOR THE COMMUNITY - LARGE CLASSROOM

If your classroom can accomodate it, the community should be large enough so that each building can be entered. Exact dimensions and number of buildings depend upon the size and shape of each individual classroom. You may want one or two long streets, a four-way intersection, and so forth. If you use learning centers, you may want to create a center from each building. The entire community can be as simple or as involved as you wish. Remember that these suggestions and the drawings that accompany them are only a few ideas. Your classroom community will reflect your creative thinking and that of your children.

Large pieces of heavy cardboard sheeting, often available free or at a nominal cost from box companies, make excellent buildings. You can cut very wide doorways in each one with an exacto knife and have the children paint them. Make them stand by attaching cardboard brackets to each side of the doorway or by punching holes in the tops, threading through string, and taping it to the lights on the ceiling. Street signs, mailboxes, and the like can be constructed in the same way.

Leave some room behind each store to create the inside. In a clothing store or grocery store, a desk or table can be used for the cashier's counter. Products can be placed on cardboard shelves attached to the wall if one exists behind the buildings, or to another sheet of cardboard, or the children can build shelves from blocks. A desk, a table, and chairs will supply the McDonald's with counter space and seating space. The police station needs a desk for the captain and perhaps a jail made from cardboard or blocks. A table for the patient will suffice for the hospital. The house can be

divided into rooms with cardboard or on a wall, magazine pictures of furnishings for each room can be hung in the appropriate sections.

Products for the stores and appointments for the other buildings will be made from the activities in your own file which are based on the reinforcement of your curricular objectives. The activity file presented here will hopefully give you some suggestions, but it is your knowledge of your children and what they need, the implementation of your ideas, and the creativity of your children that will make this language learning unit a meaningful experience for everyone involved.

CONSTRUCTION IDEAS FOR THE COMMUNITY - SMALL CLASSROOM

It is best to choose a wall that is away from the mainstream of the class. Use as much of it as you can spare. Begin from the floor up so that the entire community will be within the children's reach. If you have any extra floor space in front of the wall, use it for street signs and for desks, tables, or blocks in front of the buildings to be used as counters for cashiers or to hold manipulative objects. The number of buildings and their sizes depend upon the amount of wall space that you have. The entire community can be as simple or as involved as you wish. Remember that the following suggestions and the drawing that accompanies them are only a few ideas. Your classroom community will reflect your creative thinking and that of your children.

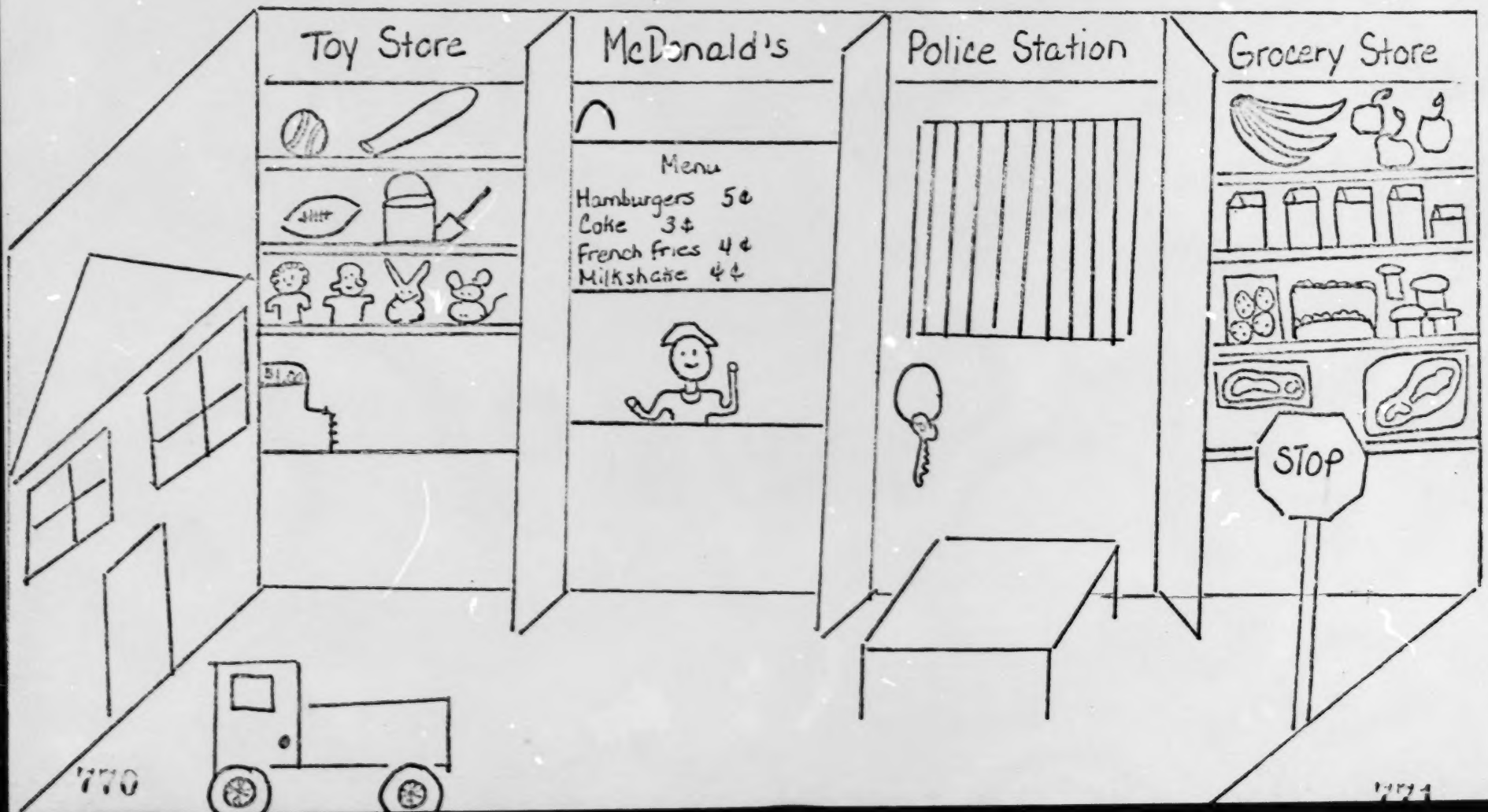
Your community can be constructed three-dimensionally very easily. This will allow room for more buildings and, if the home is one of your choices, will separate it from the commercial elements. Draw and cut out the house from a large sheet of heavy cardboard. Leave an extra strip on one side that can be folded and attached to the wall.

Divide the wall into spaces for each building. You may not want to divide them evenly if you feel you will have more objects for some than for others. Put up different colored paper for each building or have the children paint white paper different colors. If you want to be able to tack or staple objects to the wall, use heavy cardboard sheeting behind the paper, or paint it to create the buildings themselves. This cardboard sheeting is often available free or at a nominal cost from box companies for school projects. Separate the buildings from each other with strips of heavy cardboard coming out

from the wall between each one. As previously described, classroom furniture can be placed on the floor in front of each building to hold manipulative objects. Street signs can be made from heavy cardboard. Non-manipulative objects such as pictures of products from magazines or lightweight things the children have made can be glued to the wall of each building. Shelves can be drawn on or can be made from cardboard or box lids and attached to the wall.

Products for the stores and appointments for the other buildings will be made from the activities in your own file which are based on the reinforcement of your curricular objectives. The activity file presented here will hopefully give you some suggestions, but it is your knowledge of your children and what they need, the implementation of your ideas, and the creativity of your children that will make this language-learning unit a meaningful experience for everyone involved.

The Community





The following activities are based on sample readiness level objectives. These activities involve developing the community through the creation of buildings and objects and using these as teaching materials later. After you have developed a given concept with blocks, pictures, or any other instructional materials, community items provide a familiar, unified, and enjoyable medium for reinforcement exercises. As one of the major objectives of this project is to encourage optimal use of oral skills, language practice is an integral part of these activities.

Math Activities

If you have developed the concept of grouping objects by common attribute, try the following reinforcement activity. Divide the wall of the grocery store in your community into vari-

ous sections such as fruits and vegetables, meats, canned goods, and so forth. Talk about the sections and the foods that can be included in each with the class. Give the students pictures of foods from magazines or have them trace and cut out different foods from patterns. Then ask them to name each food as they glue them to the appropriate sections of the grocery store.

In order to give your students practice in purchasing items with pennies up to five cents, create a real store in your community. Make price tags of from 1¢ to 5¢, and label items in one or more of the stores. Cut out circles to represent pennies or use real ones. Have the students take turns buying and selling the items, using the appropriate language as clerk and customer. This activity can be expanded by having the students bake cookies to be sold at snacktime. Math objectives concerning measurement and the language of recipes can both be reinforced.

Reading Activities

If you have developed the objective of associating an alphabet letter to a word beginning with that letter, try the following activity. Make an alphabet letter mobile. For example, if you are teaching the letter "b," attach a large oaktag "b" to a wire coat hanger. Have the student trace and cut out a toy for the toy store that begins with "b." Examples: bat, bike, ball, and so forth. Attach them to the hanger with yarn and hang the mobile in the classroom. Ask the students to name all of the objects on each mobile. Do this for each alphabet letter as you study it.

In order to reinforce ability to identify a word through matching with a picture clue, try this activity. Label all objects in a building of the community. (These labels will be worth the time it takes to make them as they can be used in many other activities.) Make an

identical set of word cards. Ask students to take a word card, go to the community, find the object labelled with the same word, and tell what that object is.

Science Activities

If you are developing your students' abilities to identify objects through the senses, try these two activities.

First begin a class discussion concerning favorite fruits. Then place small pieces of these fruits in the grocery store. Have the students cover their eyes, taste one of the fruits, and correctly name it.

Find a record or make a recording of sounds frequently heard in the community (sirens, traffic, police whistle, voices, and so forth.) Play the record and have the students identify the correct source for each sound by choosing it from a group of pictures or by just naming it.

Social Studies Activities

If you want your students to be able to associate body parts with given articles of clothing, you may want to use this reinforcement activity. After clothing, real or paper, has been put into the clothing store, ask the students to go there and select an article of clothing to wear on a given part of the body. Examples: gloves-hands, scarf-neck, socks-feet, and so forth. Then have them tell you the name of the article they have chosen and where they will wear it.

Students will become more familiar with community helpers through this activity. Ask them to guess the answers to riddles about community helpers. Examples: Who wears a blue jacket,

blue pants, and a blue hat with a badge? Who helps us if we are sick? The students can choose the correct helper from a group of pictures, or can simply name him/her. Allow them to try to make up their own riddles to use with their parents.

COMMUNITY-RELATED BIBLIOGRAPHY AND INSTRUCTIONAL MATERIALS

Action Packs. Realistic learning units teach a variety of basic concepts and identify everyday businesses, jobs, and products. Full-color photos and drawings are slotted to hold flash cards provided.

Instructor Learning Aids Center, 1978, page 3, \$4.95 each.

IR105 - Set 1: Stores -- pharmacy, furniture, grocery, bakery, etc.

IR106 - Set 2: Services -- restaurant, theater, motel, etc.

IR107 - Set 3: Municipal -- hospital, library, courthouse, airport.

Asch, Frank. Macgooses' Grocery. Dial, 1978.

Mother, Father, Junior, and Sis Goose get tired of looking after the new egg, so the egg must look after itself, with zany results. Absurd illustrations provide deadpan humor and distinctive details in the grocery store.

Block Play People. Wooden figures depict family members and community workers.

Workers are free standing, 5½ inches tall, and colored on both sides.

Childcraft, 1978, page 50, \$6.95 each.

7B104 - Community Workers (white).

7B264 - Community Workers (black).

7B127 - Community Workers (black and white).

7B103 - Family (white).

7B263 - Family (black).

Careers. Over 95 careers are represented in this panorama of a typical community.

Figures range to 27 inches in height.

Trend, Paine Learning Aids Center, 1978, page 39, T-746, \$3.50.

Career Awareness. On-the-job action color photography and interesting story lines make children aware of the large diversity of jobs. Teacher's guides outline meaningful career projects that can be integrated with language, speech, social studies, and math curricula.

Part 1 by Phylliss Dolgin: Working at School, To the Hospital, Building a Building, and A Visit to the Airport.

Part 2 by Phylliss Dolgin: Gary Gets a Bank Book, The Department Store Story, At Home in a Hotel, The Newspaper Goes to Press.

Educational Activities, Inc., 1978, page 30.

Each part consists of: FSR - 4 filmstrips, 4 records, guide - \$52.00.

FSC - Cassette Version - \$56.00.

Career Lotto Kit. People are identified by clothes or costumes worn, tools or things used, those they work with or places where they work. Contains three large 18½ inches by 18½ inches heavy-duty game boards and 100 heavy chip-board picture cards.

Milton Bradley, Paine Learning Aids Center, 1978, page 39,

MB7936, \$8.00.

Career Mini-Books. Two primary level career units designed to develop an understanding of a variety of careers. Each unit contains six copies each of six mini-books (4 pages per book), 12 activity sheets, and a teacher's manual. Follows USOE Careers Education Guidelines.

Ideal, Paine Learning Aids Center, 1978, page 39,

ID4180 - Public Services Occupations - \$5.95.

ID4181 - Personal Service Occupations - \$5.95.

Childcraft Block Play Traffic Signs. Authentic replicas of the new international traffic signs are seven inches high on two inch round bases. Set includes sixteen.

Childcraft, 1978, page 51, 7B430, \$9.95.

Childcraft Giant Block Play People. Cut from one inch thick plywood, eight inches tall. Available in families of five and in sets of eight community workers. Childcraft, 1978, page 50.

7B170 - Community Workers (white and black) - \$12.95.

7B164 - Community Workers (white) - \$12.95.

7B172 - Community Workers (black) - \$12.95.

7B163 - Family of Five (white) - \$8.95.

7B171 - Family of Five (black) - \$8.95.

Childcraft Women Workers. Six women made of one inch thick plywood come dressed for their occupations.

Childcraft, 1978, page 50.

7B437 - 5½ inch figures (white).- \$6.95.

7B438 - 5½ inch figures (black).- \$6.95.

7B439 - 8 inch figures (white).- \$10.95.

7B440 - 8 inch figures (black).- \$10.95.

Classification. Flannelboard kit contains four store fronts and six items that belong in each store.

Instructo, Paine Learning Aids Center, 1978, page I-1, Number 36, \$4.95.

Communities in Action: New Social Studies Level II (Basic Concepts and Generalizations). An interdisciplinary approach to the study of communities and their basic commonalities uses the United States, Mexico, Greece, Israel, Canada, and Africa.

Eye Gate Media, 1978, page 58, TF250 -- 8 filmstrips, 4 cassettes, \$110.00.

Community Adventures. Six filmstrips show six different situations where a child is helped by a community worker.

Eye Gate Media, 1979, page 59, TF256 -- 6 filmstrips, 3 cassettes, \$82.50.

Community Careers - Flannelboard Set. The Public Action Coalition on toys awarded

Instructo/McGraw-Hill a certificate of commendation for this set: "The set offers equal job opportunities by representing both sexes and a variety of races... and by leaving the rest to the child's imagination." There are twenty-seven people and eighteen props included.

Instructo, Paine Learning Aids Center, 1978, page I-47, Number 157, \$5.95.

Community Friends. Cheerfully going about their work are six friends who provide important community services.

Eureka, Paine Learning Aids Center, 1978, page 39, EU84809, \$1.79.

Community Helpers. Flannelboard set of colorful cutouts illustrates over fifteen community helpers - teacher, judge, firefighter, doctor, police officer, troop leader, etc.

CMD/McGraw-Hill, 1978, page 17, Number 150, \$4.95.

Community Large Picture Puzzle. This city, business, and neighborhood puzzle measures 34 inches by 24 inches, is cut into eighteen straight-edged pieces, and is designed to reinforce spatial relationships, part-whole relationships, visual-motor coordination, and a wide range of language concepts -- types of housing, building materials, careers, transportation, sports, leisure activities, and safety. It's mounted on heavy superboard and varnished. DLM, 1978-79, page 97, Cat. No. 398, \$6.50.

Community Workers. Eight busy community workers build career awareness by demonstrating the valuable neighborhood service they provide. Figures range to 19½ inches.

Paine Learning Aids Center, 1978, page 39, T-752, \$3.50.

Community Workers Four-Way Blocks. Six hardwood blocks, long and narrow, combine in different arrangements to form a policeman, fireman, postman, and doctor, each in a different color. 3 to 5 years. Creative Playthings, No. 76230, \$5.75.

Creative Accessories for Building Block Play. These smooth wooden blocks include all people and objects necessary to build an entire community. People are approximately five inches tall, and fronts range from 8¼ inches by 11 inches to 9½ inches by 22 inches.

CMD/McGraw-Hill, 1978, page 20.

B551 - White Family (father, mother with baby in a carriage, brother and sister) - \$3.95.

B561 - Black Family (father, mother, brother, sister and baby) - \$3.95.

B591 - Community Helpers (doctor, firefighter, police officer, teacher mail carrier) - \$3.95.

B581 - Workers (grocer, mechanic, clerk, shopkeeper, pizza maker) - \$3.95.

B571 - Street Accessories (fireplug, phone booth, trash receptacle, parking meter, fire alarm box, garbage can) - \$3.95.

B611 - Stores and Houses (building fronts including toy store, pizza place, supermarket, and gas station) - \$6.95.

B621 - Community Buildings (building fronts including school, firehouse, doctor's office, post office, and jail) - \$6.95.

Easy Reading for Primaries: A Captioned Program of Interesting Places. Creatively photographed filmstrips in a variety of settings: "At the Zoo," "At Marine-land," "Inside a Costume Shop," and "Having Fun in an Amusement Park." Captions are written on low second grade level. Recommended for special education.

Eye Gate Media, 1979, page 25.

E827 - 4 filmstrips - \$40.00

TE827 - 4 filmstrips, 2 cassettes - \$55.00.

Figure-Ground Activity Cards. This set consists of eighteen black/white scenes on nine 11 inch by 7½ inch coated cards that can be wiped clean and used repeatedly. The task is to locate the objects in the picture which are keyed in the upper righthand corner and to circle them with a marking pencil as a means of developing and expanding language. Scenes include a park, forest, drug store, sporting goods store, car repair garage, winter sledding, and so forth. Two marking pencils and cloths are included, along with suggestions for use.

DLM, 1978-79, page 48, Cat. No. 416, \$6.50.

Fruit and Vegetable Insert Puzzle. Measures 16 3/4 inches by 15 inches and includes sixteen colorful fruit and vegetable insert pieces made of wood with large knobs for easy handling.

Teaching Resources, 1978, page 57, Cat. No. 82-225, \$15.95.

Imagination Puzzles. Each of the puzzles contained in this set comes with a color poster of a similar scene to encourage comparisons and reinforce concepts of space and time. Scenes/puzzles include: an outside view of a home and people inside involved in activities (outside/inside); children playing in a winter snow scene and the identical setting in summer (seasonal changes); a contemporary city scene and the city as it appeared in the past (present/past); a familiar playground and a fantasized playground (present/future).
DLM, 1978-79, page 98, Cat. No. 377, \$6.50.

Inside Story Puzzles. Lift the bus and discover the people. Lift the bakery and discover the cakes. These wooden puzzles are brightly painted and measure 7 inches by 19 inches.

Childcraft, 1977-78, page 145, \$6.95 each.

72493 - Traffic.

72495 - Shops (butcher, baker, grocer, post office).

Jacobs, Ieland B. Playtime in the City. Champaign: Garrard Publishing Company. Easy-to-read poems about activities, situations, seasons, and experiences that occur during playtime in the city.

_____. Teeny-Tiny. Champaign: Garrard Publishing Company.

Small children visit a tiny store where everything is teeny-tiny until the end of the story.

Jewel, Nancy. Bus Ride. New York: Harper and Row, 1978.

Mrs. Rivers and Jamie share a night's journey on a bus in a realistic story narrated and illustrated completely from the child's perspective.

Job Puzzles. Eight puzzles depict color photographs of people on the job: firefighter, police officer, letter carrier, teacher, grocer/cashier, doctor, farmer, and service-station attendant. Each one measures 8 1/2 inches by 11 inches, is cut into straight-edged pieces, and is mounted on thick varnished superboard.

DLM, 1978-79, page 108, Cat. No. 100, \$7.50.

Keats, Ezra Jack. The Trip. Greenwillow, 1978.

Living in a new neighborhood can be lonely, so Louie amuses himself by constructing a shoebox scene of his old neighborhood. The book depicts real and imagined city streets and directions for making Louie's peepshow.

Learning Center Activities - Busy People. Presents five important persons who work and contribute to family life. Bus driver, police officer, nurse, repairman, and fireman are included.

Kenworthy, Paine Learning Aids Center, 1978-79, page 39,
KES4004, \$3.50.

My Mommy Is a Doctor. Patricia and David Zeitlen. This album presents girls and women as doctors, firefighters, and mail carriers, and boys and men as artists and teachers. A variety of occupations are described briefly, and in rhythmic circle game children pantomime various jobs.

Educational Activities, Inc., 1978, page 7.

AR580 - LP record, Guide - \$6.95. AC580 - Cassette, Guide - \$7.95.

Miklowitz, Gloria D. *Save That Raccoon!* New York: Harcourt Brace Jovanovich, 1978.
A raccoon caught in a forest fire must learn to survive in a suburban community. Told realistically from the raccoon's perspective, this *Let Me Read* book includes humane attempts at rescue and emphasizes red as the color of forest fruits and ferns, danger, fire, clothing, and traps.

My Mother Works. Six filmstrips introduce jobs mothers have and how they fit into the family routine.
Eye Gate Media, 1979, page 59, TX513 - 6 filmstrips, 3 cassettes - \$82.50.

Non-Sexist Community Careers for Flannel Board. Set includes twenty-seven multi-ethnic people, seventeen tools and props, and job title cards. Figures measure up to 8½ inches.
Childcraft, 1977-78, page 146, 7L572, \$4.95.

Occupations Giant Floor Puzzle. Children develop career awareness as they match various occupational people to their respective settings in an urban mural.
Trend Enterprises, Inc., Fall, 1978, page T-23, T-191, \$7.95.

Our Helpers. A non-sexist, non-stereotypic, multiethnic representation of twelve community workers made of heavy-duty cardboard and measuring ten inches high.
Childcraft, 1977-78, page 146, 7L568, \$6.00.

People at Work. Twenty-four pictures show a non-sexist view of career interests.
Instructo, Paine Learning Aids Center, 1978, page I-47, Number 1217, \$6.95.

People in Your Neighborhood. Sesame Street Look - Inside Puzzle measures 9 3/8 inches and consists of five colorful pieces.
Milton Bradley/Playskool, 1978, page 33, Number 205-3, \$4.50.

Places We Visit. This set of six 22 inch by 17 inch pictures contains scenes of seasonal places — playground, movie theater, department store, picnic at mountain lake, zoo, friends'/relatives' homes, library, etc.
CMD/McGraw-Hill, 1978, page 15, Number 1160, \$2.95.

Plastic Play Foods. Soft, unbreakable, vinyl fruits and vegetables are realistically reproduced in shape, color, and size.
Childcraft, 1978, page 68.
7H330 - Set of five fruits (orange, apple, pear, banana, lemon) - \$4.50.
7H331 - Set of four vegetables (carrot, cucumber, pepper, tomato) - \$4.50
7H382 - Mixes set (cauliflower, pineapple, plum, ear of corn) - \$7.50.

Play Store Grocery Set. Realistic wooden blocks of play groceries include such things as frozen peas, cereal, catsup, soap, and spaghetti. All include weight in ounces and grams; all have washable surfaces.
DMD/McGraw-Hill, 1978, page 20, C601, \$6.95.

Play-Time Food. Over 40 miniature foods, including fruits, vegetables, dairy products, beverages, cakes and breads, are made from soft, non-toxic plastic and measure four inches in size.
Childcraft, 1978, page 69, 7H395, \$4.50.

Puppet Playmates - Community Helpers. Child-size cardboard figures with openings for a child's face. Children can role-play fire fighter, police officer, nurse, and doctor.
Instructo, Paine Learning Aids Center, 1978, page I-17,
1103 - Community Helpers, \$13.95.

Safety Signs. Packet of international safety signs and common situations requiring safety awareness contains figures up to twenty-five inches in height. Trend, Paine Learning Aids Center, 1978, page 45, T-905, \$3.50.

Sesame Street American Bricks. Colorful large size bricks and punch-out pieces snap together for simple construction and imaginative play using familiar Sesame Street characters and scenes. Milton Bradley/Playskool, 1978, page 38, PS849, \$10.80.

Shopping Cart. This authentic looking, working, play size model has a seat for baby and incorporates reality values into imaginative play. Childcraft, 1978, page 69, 7H394, \$19.95.

Sight and Sound Discovery Trips: Listening and Sight Experiences. Eight discovery trips, designed to heighten children's sense of sight and hearing, include the woods, the farm, the zoo, the sea, the circus, the home, the city, and the town.

Eye Gate Media, 1979, page 62.

TF199 - 8 filmstrips, 4 cassettes, and teacher's manual - \$112.25.

DF199 - Same as above with records - \$112.25.

Kit - TF199 - 8 filmstrips, 4 cassettes, one set of 80 teach-a-pix, 30 student activity books, 1 tune trip book with record, and comprehensive teacher's manual - \$145.25.

Kit - DF199 - Same as above with records - \$145.25.

Extra set of 80 teach-a-pix - \$22.00.

30 extra activity books - \$12.50.

Extra tune trip book with record - \$7.50.

Signs - Food, Street, Store, Mixed. Sol Gordon, PhD. Four filmstrips and a guide to stimulate interest in reading at all levels. Everyone can give correct responses to the pictures, which encompass signs found everywhere.

Educational Activities, Inc., 1978, page 17,

FS004 - 4 filmstrips, guide - \$22.00.

The City Poster. Measures 24 inches by 36 inches and is printed on plastic coated paper.

Childcraft, 1977-78, page 111, 7L642, \$4.95.

The Community. Flannelboard set of twenty pieces includes schools, stores, traffic light, etc., with which to build a neighborhood.

CEM/McGraw-Hill, 1978, page 17, Number 147, \$4.95.

Understanding the Community: Functions and Characteristics. Six filmstrips look at a typical community and familiarize the students with what it is, how it functions, and similarities and differences between communities.

Eye Gate Media, 1979, page 63.

TX205 - 6 filmstrips, 3 cassettes - \$82.50

DX205 - 6 filmstrips, 3 records - \$82.50

Walk along Sesame Street. Take a walk down Sesame Street in this delightful, three dimensional game for children ages 4 and up.

Milton Bradley/Playskool, 1978, page 32, MB4528, \$4.85.

What Will I Be When I Grow Up? Joe DeCerto. Songs and activities to introduce children to various workers - teacher, doctor, nurse, janitor, policeman, scientist, postman, farmer, zookeeper. The songs are cheerful and bright with simple lyrics and choruses for sing-along. Educational Activities, Inc., 1978, page 13.
AR552 - LP record, guide - \$6.95.
AC552 - cassette, guide - \$7.95.

We Learn to Classify. This spirit duplicating book helps children classify and relate objects with the aid of context clues. Objects are to be cut out and pasted in appropriate "stores" (toy, grocery, clothing, hardware, pet, jewelry, furniture, appliance, and music). Also included is a shopping trip and a classifying-by-color activity. Instructo, Paine Learning Aids Center, 1978, page I-8, Number 2010, \$4.50.

What's around Us: Environment and Life Styles. Six filmstrips show lifestyles in the city, the town, the country, and the home, and give students a visual and oral vocabulary of objects in these environments. Eye-Gate Media, 1979, page 62.
TX222 - 6 filmstrips, 3 cassettes - \$82.50.
DX222 - 6 filmstrips, 3 records - \$82.50

When I Grow Up, I Want to Be. Flannelboard set includes male and female figures and clothing for 36 occupations. Instructo, Paine Learning Aids Center, 1978, page I-2, Number 171, \$8.95.

THE CIRCUS

SUN UP

THE BOOKMARK READING PROGRAM, 1979



(C)

CONTENTS

1. Lists of vocabulary from Sun Up.
2. Language structures from Sun Up and suggestions for classroom reinforcement.
3. Linguistic analysis and summary of Sun Up.
4. Construction ideas and layouts for designing a circus in the classroom.
5. Sample activities to create a circus based on curricular objectives.
6. Bibliography of circus-related resources.

VOCABULARY

Sun Up, The Bookmark Reading Program (The Circus)

Vocabulary from the text:

<u>Nouns</u>	<u>Verbs</u>	<u>Prepositions</u>	<u>Articles</u>
sun	was	to	a
morning	went	after	the
bug	ran	in	
hat	met		
grass	said		
bee	hid	<u>Adverbs</u>	
hill	hop	up	
dog	sat	in	
grasshopper(s)		away	
pond		down	
duck	<u>Adjectives</u>		
turtle	big	<u>Conjunction</u>	
pigs	little	and	
	good		
<u>Pronoun</u>			
it			

Vocabulary from the illustrations:

<u>Nouns</u>	<u>Verbs</u>
circus	follow
soda	climb
flag	swim
picnic	catch
elephant	eat
dog	walk
trunk	ride
games	play
food	write
popcorn	paint
bridge	
bedroom	<u>Adjectives</u>
tricks	happy
pig	sad
flowers	together
basket	
stand	
peanuts	
trees	
bed	
breakfast	
sign	
net	
ring	
snacks	
ice cream	
cannon	
panda bear	
cereal	
parade	
balloons	
cage	
hotdogs	
tent	
bench	
rabbit (bunny)	
milk	
ladder	
idea	
ringmaster	

LANGUAGE STRUCTURES

Sun Up, The Bookmark Reading Program (The Circus)

Sun Up

Classroom

Noun + Verb

Buffy and the bug ran.
And Mack hid.
Turtle and Duck sat.
The grasshopper sat.

John and Mary ran.
Lisa will read.
We will all sing.
And Bill hopped.

Noun + Verb (to be) + Adjective

The bug was big.
Mack was lost.
Was Mack lost?

Your dress is pretty.
Today is cold.
Was yesterday warm?

Noun + Verb (transitive) + Noun

Mack met the bug.
The grass hid Mack.
Buffy met Mack.
The dog lost Buffy and Mack.

Jack found a pencil.
Mary hid the eraser.
Ann colored the balloon.
Jane painted the nose and mouth.

Noun + Verb + Preposition/Adverb

The sun was up.
Mack went up.
Buffy went up to Mack.
Mack ran up to Buffy.
The hat went to the bug.
The bug was in the hat.
Mack ran in the sun.
A bug hid in the grass.

Mary went in.
John went up to Sue.
The boys ran after the girls.
The fly was in the window.
The glue is in the drawer.
The paper is above the book.
Ann hid in the closet.
Jack plays in the grass.

Compounds

Buffy and the bug ran.
Mack went up and up.
Turtle and Duck sat.

Mark and Susie ran.
Jane sang louder and louder.
The clown and the panda are funny.

Complex Sentences

The bug said, "Mack."
Buffy said, "The big hat."
Mack said, "Up and in, bug."

John said, "Time for lunch."
Ann said, "I need a pencil."
Jack said, "I want to go home."

Fragments

Good.
Good morning, Buffy.
Up and in, bug.

Good.
Good morning, class.
Time for lunch.

Sun Up

Classroom

Inverted Questions

Was Mack lost?
Was it lost?
Was it a hill?

Is today Wednesday?
Were you lost?
Is it funny?

Questions: Punctuation and Intonation

Buffy said, "Lost?"
"Hop up to Buffy?"
said a grasshopper.

Color?
You need a pencil?

Kernel Sentences

Compounds

Complex Sentences

Sentence Fragments

1. N + V

Good morning, Buffy and Mack. -- noun

2. N + V_{be} + Adj

Mack went up and up. --
adverb

3. N + V_{be} + N

Buffy went up and up. --
adverb

4. N + V_{tr} + N

Buffy and Mack went in. --
noun subject

5. N + V_{intr} + N

6. N + V + Prep/Adv
Adv. = 13

7. N + V_{st} + Adj

8. N + V_{st} + N

Good morning, Buffy.
Good morning, Mack.
Good morning, Buffy and
Mack.

Kernel Sentences

N + V + Adv

1. The sun was up.
2. Buffy was up.
3. Mack was up.
4. Mack went up.
5. Mack went up and up.
6. Buffy went up.
7. Buffy went up and up.
8. Buffy went up to Mack!
9. Buffy ran up.
10. Mack ran up after Buffy.
11. Buffy went in.
12. Mack went in after Buffy.
13. Buffy and Mack went in.

Verbs -- Tenses

was -- past irregular
went -- " "
ran -- " "

Nouns

sun
Buffy
Mack
morning

Prepositions

to
in
after

Adjectives

good

Conjunctions

and

Pronouns

Adverbs

up
in

Articles

the

Interjections

Question Forms

-232-

Sun Up
HBJ Bookmark Reading Program

[Idioms] and Multiple Meanings

Inversions:

Morphemes

The sun was up. — (in the sky)
Buffy was up. — (awake)
Mack was up. — (on a platform)
Mack went up. — (rode on an elephant's trunk)
Buffy ran up. — (a ladder)
Mack ran up after Buffy. — (followed)
Buffy went in. — (the water)
"In the Sun "

[Good morning, Buffy.]

Wh Questions:

Negatives

798

799

Word Complexity	Illustrations	Difficult Structures/Problem Areas
$\frac{76 \text{ words}}{20 \text{ utterances}} = 3.8$ words per utterance $\frac{20 \text{ utterances}}{12 \text{ pages}} = 1.65$ utterances per page <u>Spache Readability</u> <u>Formula</u> # words = 102 # sentences = 25 # hard words = 0 Grade Level = 1.2 (interpolated) 800	Graphic style — solid line color drawings and etchings of animated scenes. Illustrations are: Bright and colorful. Clear. Detailed. Fantasized. Three dimensional Delightful and amusing. Child oriented. Consistently but not realistically. proportioned. Well laid out. The excellent quality of the illustrations helps to overcome the difficulties which result from the multiple meanings of numerous words.	Idioms and multiple meanings <u>Up went Mack.</u> — irregular word order

A DESCRIPTIVE SUMMARY OF SUN UP, 1979 EDITION

Theme

Sun Up contains two specific themes, one conceptual, one structural. All of the stories exemplify a circus environment. A panda and a rabbit named Buffy and Mack, respectively, spend the morning getting in and out of predicaments. They play with an assortment of circus and non-circus animals, prepare their acts, and finally put on a circus performance for their animal friends. The circus environment is expanded primarily through the illustrations. As in many readers, the text describes the action occurring within the environment itself. The conceptual theme is age-appropriate, well developed, and lends itself well to the creation of a language learning unit.

In the first nineteen pages of Sun Up, two sentence patterns are introduced, a noun + verb + adverb pattern, e.g. The sun was up , Buffy was up , Mack was up (pages 4-7); and a sentence fragment, e.g. Good morning, Buffy , Good morning, Mack , Good morning, Buffy and Mack (pages 8-11). As the child progresses through the reader, s/he is introduced to a variety of kernel sentence types and a more flexible text. The feeling of repetition is still retained in such passages as Turtle and Duck sat , The grasshoppers sat , The pigs and the dog sat (page 61).

The structural theme is further developed through the use of a controlled vocabulary. Exposing the child to the same words repeatedly will hopefully ease the decoding task, but comprehension may be made more difficult, since many words may be interpreted more than one way. In Sun Up this is particularly true of adverbs and prepositions.

Language

The first four stories of Sun Up, covering pages four to nineteen, have been examined for language content within three major categories - vocabulary (word choice), syntax (word order in sentences), and semantics (word meanings).

Vocabulary

The stories analyzed contain only fourteen words. These represent all of the parts of speech except pronouns and interjections. This is a very small number of words in comparison to the number often found in a first preprimer.

Syntax

The sample contains thirteen sentences, all but one of which are declaratives (statements), the easiest to decode. There are no interrogatives (questions) or imperatives (commands), and there is one exclamation.

Page one of the analysis chart displays three levels of sentence complexity - kernel (simple), compound, and complex - in developmental order, or the order in which they are acquired naturally by children. All thirteen sentences in Sun Up are kernels. Four of them have compound structures and have been listed on the chart accordingly. For children with language delays who have difficulty understanding complex structures, this format would most likely provide easier reading than one which contains numerous higher level structures.

In addition to the thirteen sentences previously discussed, Sun Up also contains three sentence fragments in the first nineteen pages. This would seem to be a rather high percentage of incomplete sentences,

especially for language delayed children, for whom a complete language model may be more advantageous during the language acquisition years.

The sentences found in the first four stories may be broken down into the following categories:

- a. Three past irregular verb forms.
- b. No plurals.
- c. No contractions.
- d. No possessives.
- e. No negatives.
- f. Punctuation - periods, commas, and exclamation points.

Semantics

When a group of words does not have a literal translation that makes sense, it is said to be used idiomatically. When it may be interpreted more than one way, it is said to have a multiple meaning. In either case a child with a language delay or deficit may find these structures extremely confusing and may not understand the intended purpose of the message. In the sentence The sun was up, the word up means "in the sky." It means "awake" in Buffy was up and "on a platform" in Mack was up. These and other examples are listed on page four of the analysis chart.

Sun Up has an average of four words per utterance and of two utterances per page. Using the Spache Readability Formula, a grade level of 1.2 has been computed mathematically, which means that the stories analyzed were designed for use in the beginning of the first grade year. This is one indication that the language is appropriate for a child at the first grade reading level chronologically and academically.

Illustrations

Sun Up is illustrated with solid line color drawings and etchings of animated scenes. The pictures are excellent in color, clarity, and

detail. They are consistently proportioned, although the proportion is more fantasized than realistic, as are the stories themselves. All of the title pages are double page spreads which require the child to process twice as much information in a given time span as would a single page spread and may be difficult for beginning readers.

Of prime importance for the language delayed child is the relationship between the illustrations and the words in print, particularly in a reader such as Sun Up where so many words have multiple meanings. Children with acceptable language facility are capable of eliciting information from the verbal message alone. Children with language deficits may be dependent upon the pictures to fill in the message when they fail to understand the words in print. For these children the illustrations are doubly important. Because the illustrations in this reader are so supportive of the printed text, it is our feeling that the teacher of language delayed children need not anticipate extreme difficulty in using Sun Up with his/her children.

Summary Statement

The 1979 edition of Sun Up is a very appealing preprimer. Through the use of a circus theme, its various elements are woven together into a unified whole product from which a language-learning unit has been developed easily. Vocabulary, sentence length and structure have all been carefully controlled so that the child is exposed to the same words repeatedly in a variety of contexts. One might expect the semantic meanings of words as used in this manner to confound the child for whom language acquisition is a difficult process. As the illustrations in Sun Up are of such high quality and are so supportive of the text, however, it is our belief that this will not be the case. Moreover, even the most disinterested child should find the antics of Buffy, the panda, and Mack, the rabbit, absorbing.

CONSTRUCTION IDEAS FOR THE CIRCUS

If your classroom can accomodate it, the circus should be large enough to allow the students to enter it. The exact dimensions depend upon the size and shape of your classroom. The entire circus can be as simple or as involved as you wish. Remember that these suggestions and the drawing that accompanies them are only a few ideas. Your classroom circus will reflect your creative thinking and that of your children.

Large pieces of heavy cardboard sheeting, often available free or at a nominal cost for school projects from box companies, make excellent backdrops. The children can paint them bright colors or they can be covered with brightly colored paper. A circus tent effect can be achieved by cutting triangular shapes from the cardboard or from paper or fabric, having the children paint them gaily, and attaching them to the tops of the backdrops. If you want to enclose the whole circus, try draping a sheet or blanket over all of the flats.

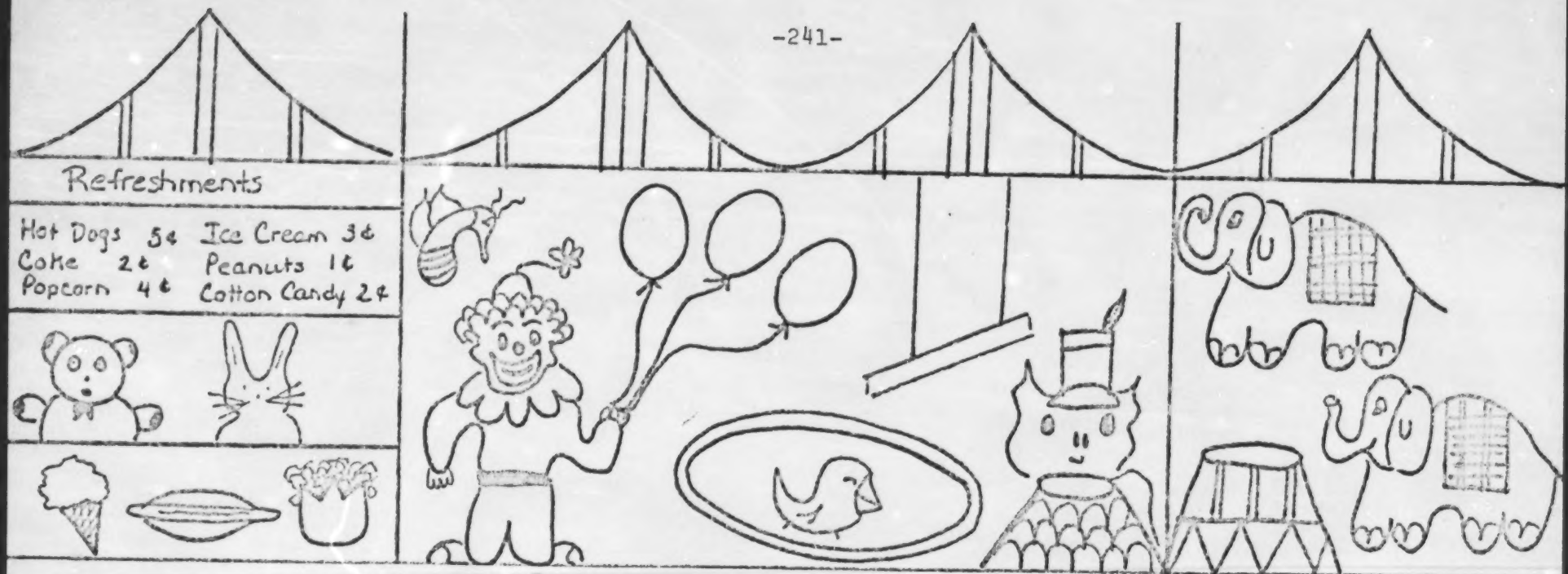
Circus equipment and performers can be created in a variety of ways and can be attached to the backdrops. You may want to use the animals portrayed in Sun Up as circus performers. If you include a refreshment stand, it can be used in a variety of ways, including practice of the language of buying and selling and the math skills needed to pay for items and to make change. If possible, leave floor space in front of the backdrops so that large manipulative objects can be placed there.

All of the performers and equipment will be made from the activities in your own file which are based on the reinforcement of your curricular objectives. The activity file presented here will hopefully give you some suggestions, but it is your knowledge of your

children and what they need, the implementation of your ideas, and the creativity of your children that will make this language-learning unit a meaningful experience for everyone involved.

The Circus





The following activities are based on sample readiness-level objectives. These activities involve developing the circus through the creation of animals and objects and using these as teaching materials later. After you have developed a given concept with blocks, pictures, or any other instructional materials, circus items provide a familiar, unified, and enjoyable medium for reinforcement exercises. As one of the major objectives of this project is to encourage optimal use of oral skills, language practice is an integral part of these activities.

Math Activities

If you have developed the concepts of one more and as many as, have your students make animals for the circus as a reinforcement activity. Give each student a pattern for a

different animal. Display two cutouts of an animal that you have made. Ask several students to make as many animals as you have and the rest to make one more than that by tracing, cutting out, and coloring the appropriate animals. When all the animals have been completed, practice oral communication skills by having the students tell you whether they made as many animals or one more. Then decide, through a group discussion, using vocabulary of position and direction, where to place the animals in the circus.

If you want to reinforce counting skills, you may wish to use this activity. Have your students go to the classroom circus. Ask them, one at a time, to count aloud the various sets of animals there.

Reinforcement of the concept of sets can be achieved by asking students to go to the classroom circus and to remove a set of 4 elephants, 3 rings, 2 clowns, and so forth. As they do this, have them describe the sets.

Reading Activities

If you have developed the objective of association of an alphabet letter mobile. For example, if you are teaching the letter "e," attach a large oaktag "e" to a wire coat hanger. Have all of the students trace, cut out, and color circus elephants. Attach them all to the hanger with yarn while asking the students to describe the elephants. Have them discuss how to attach the mobile to the ceiling. This activity can be repeated for other alphabet letters.

In order to give the students experience with identification of beginning letters of words, using picture clues, try this activity. Place four cutouts of circus animals or

objects on the blackboard. Under each one, write the name with a choice of beginning letters.

For example: t
 ent
 b

Select four students to come to the board. Have them determine the correct beginning letter, draw a line from it to the rest of the word, and name the object. At this point you can have the students make circus objects by giving each one a slip of paper with one of the names from the board written on it. Ask each one to identify his/her object or animal by matching his/her slip of paper to the words on the board and naming it. Then have them select the appropriate patterns.

Social Studies Activities

Reinforce the concept of "family" with the following activity. Have the students trace and cut out a circus animal family for the classroom circus, including a mother, a father, and children. Each student can make an entire family or one member. A lion family is a good example to use as the mother is easily distinguished from the father. Initiate a class discussion about animal families. Talk about similarities and differences in physical appearance and roles of family members. Lead the discussion toward human families. Have the students compare their families to animal families and describe responsibilities of family members in their households.

The animals and clowns in your classroom circus provide many opportunities for your students to practice using their knowledge of body parts. Here are a few suggestions.

814 They can simply name the body parts of an animal or of a clown you choose from the circus.

You can have each student trace and cut out an animal or clown from white paper. Then give them directions for coloring, using body parts. For example: "Color the legs brown," "Color the eyes blue," and so forth. Display the completed animals or clowns and make up riddles about the uses of body parts such as "What will the clown use to dance?" After some practice the students may be able to make up their own riddles.

Science Activities

Identification of similarities and differences through the sense of touch can be reinforced in this way. Give the students a pattern of a clown's head to trace and cut out. Have them glue various materials onto the face to represent the facial features. Examples include yarn for hair, vinyl paper for the nose, buttons for the eyes, and so forth. Ask them to describe how each one feels and to try to think of other things that feel the same way to the touch.

This activity may be appropriate if you want to reinforce the concept of melt/not melt. Set up a refreshment stand in the circus. Plan to serve popcorn, ice cream, and soda or juice with ice. Make the popcorn and, while it is still hot, put butter on it. Let the students watch what happens. Ask them to describe the butter before and after it melts. Have the students talk about what would happen if you took the ice and ice cream out of the freezer several hours before serving. Form a hypothesis and test it out.

CIRCUS BIBLIOGRAPHY AND RELATED INSTRUCTIONAL MATERIALS

CIRCUS: A Teaching Unit

Barnum and Bailey Combined Shows, Inc.
Department of Educational Services
1015 18th St. N.W.
Washington, D.C. 20036

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